LIBERTY
U N I V E R S I T Y.

Faculty Handbook

Training Champions for Christ since 1971

LIBERTY
U N I V E R S I T Y.

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The Administration will endeavor, to the maximum extent possible, to advise the faculty of any changes of a substantive nature prior to the change being made in the *Faculty Handbook*. The intent of providing prior notice is to afford the faculty the opportunity to review such changes within the framework of the Senate and Committee review process. However, the Board of Trustees may direct the Administration to alter, amend, or interpret the terms and language of this *Faculty Handbook* at any time with said alterations, amendments, or interpretations becoming effective at such time as determined by the Board.

A digital version of the *Faculty Handbook* is available online on the Human Resources website.
Login required.

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Section 1: Introduction to Liberty University

1.1 HISTORY OF LIBERTY UNIVERSITY

For more than 50 years, the late Dr. Jerry Falwell and the congregation of Thomas Road Baptist Church (TRBC) have had a desire to provide young people with a quality Christian education. This vision eventually resulted in the founding of four schools: Liberty Christian Academy (1967), Liberty University (1971), Willmington School of the Bible (1972), Liberty University Baptist Theological Seminary (1973), and Liberty University Online Academy (2007).

First known as Lynchburg Baptist College in 1971, and subsequently Liberty Baptist College in 1977, it became Liberty University in 1985. Using the TRBC educational facilities classes began in September 1971 with 154 students enrolled.

Lynchburg Baptist College was incorporated in the Commonwealth of Virginia on January 18, 1972. It received authorization from the Commonwealth of Virginia Council of Higher Education to confer the baccalaureate degree on a provisional basis in 1974 and received full approval in June 1981.

Dr. Jerry Falwell, founder of Liberty University, also served as its Chancellor until his death on May 15, 2007. Dr. A. Pierre Guillermin, the first Administrator of Lynchburg Christian Academy, served as president of Liberty from 1975-1997, and Dr. John Borek, Jr. served as President from 1997-2004. In May 2004, Dr. Falwell was named Chancellor and President of Liberty University. Jerry Falwell, Jr. has served as President from Dr. Falwell's death in May 2007 until his resignation in August 2020. The Board of Trustees confirmed the appointment of Jerry Prevo, former Board Chairman, as Interim President on August 21, 2020. In March 2023, the Board of Trustees unanimously appointed Major General (Ret.) Dondi E. Costin, Ph.D. as the sixth president of the University. Pastor Jonathan Falwell was appointed the third Chancellor of Liberty.

The Thomas Road Bible Institute was established in 1972 to allow students of any educational background (from those without a high school diploma to those holding advanced degrees in other areas) to receive biblical training for practical Christian service. The late Dr. Harold Willmington was the co-founder of the Institute. The Bible Institute was renamed Liberty Bible Institute and became part of Liberty University in 1980. It was renamed the Willmington School of the Bible in 2007 and is housed in the John H. Rawlings School of Divinity.

However, there remained a need for graduates of Liberty and other colleges who wanted a post-graduate theological education to prepare to serve in churches and other ministries. To meet this need, Liberty Baptist Theological Seminary (first known as the Lynchburg Baptist Theological Seminary) was established in September 1973 with an initial enrollment of 41 students. In 1985, the Seminary merged with Liberty University and was later renamed Liberty University Baptist Theological Seminary in February 2012. In 2015, Liberty University Baptist Theological Seminary and the School of Religion merged to form the School of Divinity.

The property on Liberty Mountain was acquired by the University between 1972 and 2013. Marie F. Green Hall (GH), formerly the Ericsson property, was donated by Hobby Lobby Stores, Inc. in 2004. The campus of Liberty University is located on more than 7,000 total acres in the City of Lynchburg and neighboring Amherst, Bedford, and Campbell counties in Central Virginia.

In 1985, Liberty Baptist College became Liberty University and academic divisions became colleges and schools. Currently, Liberty University comprises 15 colleges and schools. Below is a brief history:

- Religion (1971) and Seminary (1973) merged to form the John H. Rawlings School of Divinity (2015)
- College of Arts & Sciences (1985)

- Business and Government (1985) divided to form two separate schools (2004)
- Helms School of Government (2004)
- Communication (1985) was split into two schools – Communication & Digital Content (2017) and Visual & Performing Arts (2017) – then merged to form the School of Communication & the Arts (2020)
- Education (1985)
- Law (2002)
- Engineering and Computational Sciences (2007). Computational Sciences programs were moved to the School of Business in 2018, resulting in the renaming to the School of Engineering
- Aeronautics (2008)
- College of Osteopathic Medicine (2012)
- Health Sciences (2012)
- Music (2013)
- Behavioral Sciences (2014)
- Nursing (2014); and
- Center for Academic Support & Advising Services became the College of Applied Studies & Academic Success (2015). The College of General Studies dissolved into the College of Applied Studies & Academic Success in 2019.

Founded in 1985, as the School of Lifelong Learning (LUSLL), Liberty University Online offers distance learning programs at the certificate, undergraduate, graduate, and doctoral levels. Initial programs offered were the A.A. in Religion, B.S. in Church Ministries, and the M.A. in Counseling. Liberty's distance learning program was approved by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) December 4, 1991.

Established in 1967 as Lynchburg Christian Academy (LCA), the K-12 school developed as a ministry of Thomas Road Baptist Church (TRBC) and was housed at the original TRBC location. It was renamed Liberty Christian Academy (LCA) in 2005, when a new campus was built adjacent to Liberty University. This supported Dr. Falwell's dream that envisioned a total educational program under the Liberty banner for students from pre-school through graduate university. On February 1, 2017, LCA became a subsidiary of Liberty University. LCA was initially accredited by the Southern Association of Colleges and Schools (SACS) and the Association of Christian Schools International in 1995. LCA is accredited by the Association of Christian Schools International (ACSI) and Cognia (formerly SACS CASI/AdvanceEd) and is recognized as an accredited institution by the Commonwealth of Virginia.

In spring 2007, Liberty University Online Academy (LUOA) was established as the K-12 division of Liberty University Online. LUOA applied for candidacy status with the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI), an accrediting division of AdvancEd, which was awarded on May 14, 2007. In spring 2021, a Cognia (formerly AdvancEd) Digital Learning Accreditation Engagement Review of LUOA resulted with accreditation granted through June 30, 2026. LUOA is also accredited by the Association of Christian Schools International (ACSI).

1.2 ACCREDITATION HISTORY

Liberty received initial accreditation status as a Level II member institution by the Southern Association of College and Schools Commission on Colleges (SACSCOC) in December 1980. The School of Education (Master of Education) and the School of Religion (Master of Arts) first offered graduate-level courses leading to master's degrees in 1983. With the addition of these graduate programs, Liberty (then LBC) received approval for Level III membership (master's level) by SACSCOC in 1984. Level IV membership was awarded in 1987.

In 1987, the Seminary offered the University's first doctoral degree, the Doctor of Ministry, which resulted in SACSCOC awarding Liberty University Level V membership in 1993. The School of Education first offered courses leading to the Doctor of Education (Ed.D.) in fall 1999, followed by the College of Arts & Sciences offering the University's first Ph.D. program in Counseling in fall 2002. The Seminary implemented the Ph.D. in Theology and

Apologetics in fall 2008. The addition of this last degree program increased the number of doctoral degrees offered by Liberty to four, allowing Liberty to advance as a Level VI institution — the highest membership classification for SACSCOC accredited institutions.

Liberty University received SACSCOC reaffirmation of accreditation at the December 2016 annual meeting and is accredited through December 2026.

Liberty University School of Law began offering first year classes leading to the Juris Doctor (J.D.) degree in August 2004. On August 5, 2010, the School of Law was awarded full accreditation by the American Bar Association Council of the Section of Legal Education and Admissions to the Bar. * The College of Osteopathic Medicine received accreditation from the American Osteopathic Association Commission on Osteopathic College Accreditation in April 2018. Classes leading to the Doctor of Osteopathic Medicine (D.O.) degree began in fall 2014 and the first class graduated in 2018.

*American Bar Association, 321 N. Clark Street, Chicago, Illinois 60654-7598, 312-988-5000

Programmatic Accreditation. Liberty also holds additional programmatic accreditation for many of its programs. The full list is published online.

1.3   PHILOSOPHY OF EDUCATION

Liberty University is a distinctively Christian academic community. As such, Liberty continues the philosophy of education which first gave rise to the University, and which is summarized in the following propositions.

God, the infinite source of all things, has shown us truth through Scripture, nature, history, and, above all, Christ. Persons are spiritual, rational, moral, social and physical, created in the image of God. They are, therefore, able to know and to value themselves and other persons, the universe, and God.

Education, as the process of teaching and learning, involves the whole person, by developing the knowledge, values, and skills which enable each individual to change freely. Thus, it occurs most effectively when both instructor and student are properly related to God and each other through Christ.

Source: Amended and Restated Articles of Incorporation
Approved by the Board of Trustees April 16, 2021

1.4   STATEMENT OF MISSION AND PURPOSE

Maintaining the vision of its founder, Dr. Jerry Falwell, Liberty University develops Christ-centered men and women with the values, knowledge, and skills essential to impact the world.

Through its residential and online programs, services, facilities, and collaborations, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission.

Liberty University will:
- Emphasize excellence in teaching and learning.
- Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs.
- Ensure competency in scholarship, research, and professional communication in all graduate programs and undergraduate programs where appropriate.
- Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social, and physical value-driven behavior.

- Enable students to engage in a major field of study in career-focused disciplines built on a solid foundation in the liberal arts.
- Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
- Contribute to a knowledge and understanding of other cultures and of international events.
- Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility, and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their own personal Savior.

Source: Amended and Restated Articles of Incorporation
Approved by the Board of Trustees April 16, 2021

1.5   DOCTRINAL POSITION

We affirm our belief in one God, infinite Spirit, creator, and sustainer of all things, who exists eternally in three persons, God the Father, God the Son, and God the Holy Spirit. These three are one in essence but distinct in person and function.

We affirm that the Father is the first person of the Trinity and the source of all that God is and does. From Him the Son is eternally generated and from Them the Spirit eternally proceeds. He is the designer of creation, the speaker of revelation, the author of redemption, and the sovereign of history.

We affirm that the Lord Jesus Christ is the second person of the Trinity. Eternally begotten from the Father, He is God. He was conceived by the virgin Mary through a miracle of the Holy Spirit. He lives forever as perfect God and perfect man: two distinct natures inseparably united in one person.

We affirm that the Holy Spirit is the third person of the Trinity, proceeding from the Father and the Son and equal in deity. He is the giver of all life, active in the creating and ordering of the universe; He is the agent of inspiration and the new birth; He restrains sin and Satan; and He indwells and sanctifies all believers.

We affirm that all things were created by God. Angels were created as ministering agents, though some, under the leadership of Satan, fell from their sinless state to become agents of evil. The universe was created in six historical days and is continuously sustained by God; thus, it both reflects His glory and reveals His truth. Human beings were directly created, not evolved, in the very image of God, as either biologically male or female from the womb. As reasoning moral agents, they are responsible under God for understanding and governing themselves and the world.

We affirm that the Bible, both Old and New Testaments, though written by men, was supernaturally inspired by God so that all its words are the written true revelation of God; it is therefore inerrant in the originals and authoritative in all matters. It is to be understood by all through the illumination of the Holy Spirit, its meaning determined by the historical, grammatical, and literary use of the author's language, comparing Scripture with Scripture.

We affirm that Adam, the first man, willfully disobeyed God, bringing sin and death into the world. As a result, all persons are sinners from conception, which is evidenced in their willful acts of sin; and they are therefore subject to eternal punishment, under the just condemnation of a holy God.

We affirm that Jesus Christ offered Himself as a sacrifice by the appointment of the Father. He fulfilled the demands of God by His obedient life, died on the cross in full substitution and payment for the sins of all people, was buried, and on the third day He arose physically and bodily from the dead. He ascended into heaven where He now intercedes for all believers.

We affirm that each person can be saved only through the work of Jesus Christ, through repentance of sin and by faith alone in Him as Savior. The believer is declared righteous, born again by the Holy Spirit, turned from sin, and assured of heaven.

We affirm that the Holy Spirit indwells all who are born again, conforming them to the likeness of Jesus Christ. This is a process completed only in Heaven. Every believer is responsible to live in obedience to the Word of God in separation from sin. Doing so produces a distinctly Christian lifestyle of practicing virtues and avoiding sin. Among other virtues, followers of Jesus Christ will: show evidence of the Holy Spirit living within them such as love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control; put on compassion, kindness, humility, gentleness, patience, forgiveness and supremely, love; seek righteousness, mercy and justice, particularly for the helpless and oppressed; love and side with what is good in God's eyes and abhor what is evil in God's eyes; uphold the God-given worth of all human beings, from conception to death, as the unique image-bearers of God; treat all people impartially, seeing them as equals before God and worthy of salvation; pursue unity and embrace people of all tribes and tongues as part of God's design for humanity; uphold chastity among the unmarried and the sanctity of marriage between one natural-born man and one natural-born woman; be people of integrity whose word can be fully trusted; give faithful witness to the Gospel; practice good works toward all; and live lives of prayer and thanksgiving. Sinful acts are prohibited by God and include but are not limited to: worship of idols or gods other than the Lord God of the Bible; denying Jesus Christ as eternal, as God's son in flesh, as resurrected, as Creator, as Lord or as Messiah who died for the sins of all people; rejection of Jesus Christ or rebellion against God; blasphemy; participation in devil worship, practice of the occult, astrology, fortune-telling, sorcery, or witchcraft; taking of innocent life; denial of birth sex by self-identification with a different gender; married persons sexually or romantically coupling with a person other than their spouse; sexual relations outside of marriage between one natural-born man and one natural-born woman; romantic coupling among persons of the same sex; prostitution; orgies; rape; drunkenness; use of profanity and vulgarity; injustice; making false statements; dishonest sales and exchanges of money; thievery; fits of rage; and illegal activity.

We affirm that God ordained three institutions with unique purposes in society: marriage, government and the church. God established marriage as a covenantal bond between a natural-born man and a natural-born woman to populate the earth, to raise and spiritually train children within a family, to provide the couple with intimate companionship, loving help and joy, and to serve as an illustration of the relationship of Jesus Christ to the church. God established civil government to protect its citizens, punish evil and reward good. God established the church as the entire body of believers with Jesus Christ as the cornerstone and the apostles as its foundation to evangelize, baptize and disciple people of all nations.

We affirm that a church is a local assembly of baptized believers, under the discipline of the Word of God and the lordship of Christ, organized to carry out the commission to evangelize, to teach, and to administer the ordinances of believer's baptism and the Lord's table. Its offices are pastors and deacons, and it is self-governing. It functions through the ministry of gifts given by the Holy Spirit to each believer.

We affirm that the return of Christ for all believers is imminent. It will be followed by seven years of great tribulation, and then the coming of Christ to establish His earthly kingdom for a thousand years. The unsaved will then be raised and judged according to their works and separated forever from God in hell. The saved, having been raised, will live forever in heaven in fellowship with God.

Source: Bylaws, Adopted by the Liberty University Board of Trustees, April 16, 2021

1.6   STATEMENT ON WORLDVIEW

Liberty University embraces a worldview that is both historically Christian and biblical, and that underlies the very concept and origins of the University. We hold that God exists and is the source of all things, all truth, all knowledge, all value, and all wisdom. We hold that God has created an orderly universe according to His design and purpose and for His glory, and that He has created human beings in His image. God is actively at work in the world and

history, governing them according to His ultimate purpose. From these foundational principles, it follows that truth exists and that there is a standard of right and wrong. We hold that all of creation is fallen as a result of human sin. Finally, we hold that God has revealed Himself and His ways in the natural created order, in history, in the Bible, and supremely in Jesus Christ. God, in love and through the sacrificial work of Jesus Christ, is redeeming humanity and the entire created order.

At Liberty University, students receive an education that integrates this Christian and biblical worldview. Students trained with this worldview perspective will be equipped with a rational framework for understanding and interpreting reality, for comprehending the meaning of life and the value of humans and things, for making decisions and engaging in meaningful action, for studying the various academic disciplines, and for understanding the interconnectedness of all knowledge.

Source: Catalogs; Approved by the President and Provost, May 2010

Section 2: University Organization and Administration

2.1 BOARD OF TRUSTEES

All corporate powers of the University are exercised by or under the authority of, and the business and affairs of the University are managed under the direction of, the Board of Trustees. The Board of Trustees, as the legal body responsible for the University, has the duty and authority to approve and ensure the implementation of the University's mission as set forth in the statement of Purposes and the Liberty University Statement of Mission and Purpose incorporated in the Articles of Incorporation (Article III and Exhibit A), with the spiritual components of the mission referred to as the "spiritual mission". The Board of Trustees shall ensure the University is free from undue influence of external bodies and protect the University from such undue influence. The Board of Trustees is the active policy-making body for the University and is ultimately responsible for ensuring that the financial resources of the University are adequate and sufficiently stable to provide a sound educational program. The Board of Trustees shall exercise its governing policy-making function through the adoption of Board policy. Board policy is a policy that has broad application throughout the University, states the University's position on a subject matter, and directly affects and enhances the University's mission. Some Board policy may also help achieve compliance with applicable laws and regulations or reduce institutional risk. The Board of Trustees shall hold the President and the University's administration accountable for implementation of Board policy, including personnel matters. In furtherance of the foregoing, the Board of Trustees shall have the authority to adopt such Bylaws and pass such resolutions consistent with the purposes as set forth in the Articles of Incorporation. The Chairman of the Board of Trustees and a majority of the other voting members of the Board of Trustees shall have no contractual, employment, personal, or familial financial interest in the University. (*Source: Amended and Restated Bylaws, through October 28, 2022, Article II, Section 4.*)

2.2 PRESIDENT/ CHIEF EXECUTIVE OFFICER

The President is appointed by the Board of Trustees and is the chief executive officer of the University. The President shall be responsible to work with the Chancellor in upholding and advancing the spiritual mission and Christian identity of the University and shall live a Christian life consistent with the University's Doctrinal Position and spiritual mission. The President is vested with all authority, powers, duties, and responsibilities incident to the management and control of the University and its properties in furtherance of the University's interests, subject to such limits as may be established from time to time by the Board of Trustees and in these Bylaws. The President shall be responsible for managing the operations of the University and shall see that all Board policies and resolutions are implemented. The President shall be responsible for overseeing the implementation of the mission of the University, for providing focus and direction in the University's pursuit of that mission, and for making policy recommendations to the Board of Trustees consistent with that mission. The President shall be responsible for the adoption of administrative policies, rules and regulations that govern the operations of the University, the establishment of the roles and responsibilities of administrators, staff, faculty, and students relating to a specified subject matter, and the provision of guidance on procedural matters. Among the President's other responsibilities, the President shall be responsible for and shall exercise appropriate administrative and fiscal control over the University's intercollegiate athletics program, shall be responsible for and shall oversee recruiting students and soliciting contributions to support the University. Working with the Chief Operating Officer and the Chief Financial Officer, the President shall be responsible for developing the University's budget, which shall be presented to the Board of Trustees for its approval. Working with the Chancellor, the President shall be responsible for developing the University's strategic plans, which shall be presented to the Board of Trustees for its approval. The President shall make an annual report to the Board of Trustees regarding the work, condition, and needs of the University, as well as any other matters that may affect the University as it pursues the fulfillment of its mission. The President shall consult with the Chancellor and obtain the concurrence of the Chancellor on matters within the purview of the Chancellor, including the hiring of faculty within the John W. Rawlings School of Divinity and other employees whose role is primarily theological or pastoral in nature. The President shall make reports to the Board of Trustees

on matters as requested by the Board of Trustees. The President, or in his or her absence, the Chancellor, shall preside over and coordinate all commencement ceremonies of the University. The President may delegate any powers held by the President to such other officers of the University as the President may deem appropriate. Except as otherwise stated in these Bylaws, the other officers of the University shall report directly to the President or the President's designee, and the President shall be responsible to the Board of Trustees for the performance of such officers. The President may execute bonds, mortgages, and other contracts in the name of and under the seal of the University, subject to any limitations imposed by the Board of Trustees. The President shall serve as an ex officio, voting member of the Board of Trustees. (*Source: Amended and Restated Bylaws, through October 28, 2022, Article III, Section 2*)

2.3 CHANCELLOR

The Chancellor is appointed by the Board of Trustees. The Chancellor is responsible for providing spiritual, moral and worldview leadership to the University community in the pursuit of excellence and the University's mission. The Chancellor shall be the primary spokesperson for the University on spiritual matters and chief guardian for the University's Christian identity, as well as its spiritual and theological integrity. The Chancellor shall be the principal liaison between Thomas Road Baptist Church and Liberty University. The Chancellor shall live a Christian life consistent with the University's Doctrinal Position and spiritual mission and shall provide guidance and accountability to the other officers of the University on spiritual, moral and discipleship matters, consistent with the University's Christian identity and mission. The Chancellor shall be responsible for advising on the implementation of the spiritual mission of the University, for advising on the spiritual and theological integrity of the University's academic programs, courses, and events, and shall provide spiritual leadership and help guide the mission and vision of the John W. Rawlings School of Divinity. The Chancellor shall oversee the University's Office of Spiritual Development. The Chancellor shall have prior approval of the hiring of faculty within the John W. Rawlings School of Divinity and other employees whose role is primarily theological or pastoral in nature. The Chancellor, or in his absence, the President or the Chancellor's designee, shall preside over and coordinate all convocations of the University, including the selection and approval of speakers. The Chancellor shall be involved in public engagement and, in coordination with the President, work to generate contributions to support the University. The Chancellor shall operationally coordinate with the President of the University and report to the Board. The Chancellor shall report to the Board deviations from the spiritual mission and Doctrinal Position of the University. The Chancellor shall serve as an *ex officio*, voting member of the Board of Trustees. (*Source: Amended and Restated Bylaws, through October 28, 2022, Article III, Section 3*)

2.4 PROVOST AND CHIEF ACADEMIC OFFICER

The Provost is appointed by and reports to the President and is the Chief Academic Officer for the University. The Provost and Chief Academic Officer is the administrative advocate for Liberty University's undergraduate and graduate programs. The Provost and Chief Academic Officer is responsible for developing organizational structures, administering the academic budget, and appointing personnel to manage and execute the functions of all educational programs. The development and implementation of processes that assess the purposes, effectiveness, and quality of all current and proposed academic programs fall under his leadership. Additionally, the Provost and Chief Academic Officer manages the establishment of all creative and interdisciplinary academic programs offered through the university's residential and online venues, as well as oversees the appointment and evaluation of faculty members and academic administration necessary for the maintenance of those programs. The Information Technology, Major Construction, and Facilities and Transportation divisions also report to the Provost and Chief Academic Officer.

2.4.1 Vice Provosts

The Vice Provosts support the Provost in viewing and recommending organizational structures and appointing personnel to manage and execute the Provost and Chief Academic Officer functions of academic programs.

This position assesses the purposes, effectiveness, and quality of current and proposed academic programs and organizational structures offered through the University's residential and online venues. The Vice Provosts oversee the appointment and evaluation of faculty members and academic administration necessary for the maintenance specific appointed colleges/schools, departments, and programs, oversees the approval process of continuing education requests for residential or online faculty, and provides an academic perspective and feedback to the University Registrar on issues, policies, and decisions being deliberated upon. The Vice Provost is responsible for reviewing and evaluating curriculum, program quality, and impact. This position collaborates with academic leaders on new program development and implementation, assuring efficiency and effectiveness in the delivery of academic programs. The Vice Provost is responsible for development, review, and implementation of university-wide academic policies. The Vice Provost assists the Provost and Chief Academic Officer and respective Deans in support of program and institutional accreditation efforts, supports faculty research and scholarship, and have oversight and management of institutional research. The Vice Provost supports and facilitates the development of grant requests and support of funded research. The Vice Provost works collaboratively with their Deans and Program Directors to enhance and ensure the quality of academic programs and professional education, as well as ensuring that students receive the best possible educational experience. The Vice Provost serves as the Provost's representative to the Faculty Senate, the Graduate and Undergraduate Administrative and Curriculum Committees (GACC/UACC) and all joint Faculty Senate Committees, and review and endorse all curriculum. The Vice Provosts serve as liaisons between academic schools/units and the Office of the Provost, reviewing requests related to budget, hiring, program creation, and operations within those units.

2.4.2   University Registrar

The University Registrar provides vision, leadership, and direction for the Registrar's Office and Student Service Center in its strategic direction and daily operations. The University Registrar is responsible for the University's records, including grades, GPA's, transcripts, dean's list, academic honors, academic standing, and degree plans. The Registrar also ensures compliance with academic, regulatory, and accreditation policies and requirements and establishes record-keeping policies and associated procedures to create best practices for maintaining student records. This individual manages Commencement along with the processes of registration, conferral, academic scheduling, degree audit, and withdrawal.

2.4.3   Deans

Deans report directly to the Vice Provost. Deans teach, schedule the teaching of faculty in their areas of responsibilities for academic programs, help recruit faculty, evaluate faculty, recommend faculty retentions and dismissals, submit budget proposals, manage fiscal resources, and oversee curricular program assessment in the areas of the curriculum for which they have responsibilities. The Deans and Associate Deans provide leadership and assist the Office of the Provost in administering the academic programs offered through Liberty University. The Deans and Associate Deans hold regular meetings with academic leadership to develop goals and objectives, to initiate necessary curriculum changes, and to facilitate the implementation of the routine responsibilities of faculty.

2.5   SENIOR ADMINISTRATIVE OFFICERS

Liberty University's executive and senior leadership positions and job descriptions are published online at https://www.liberty.edu/about/executive-leadership/.

Section 3: Faculty and the Faculty Organization

3.1 FACULTY AND THE MISSION OF LIBERTY UNIVERSITY

The Liberty University Statement of Mission and Purpose implies that both faculty and students are responsible for creating an academic atmosphere of mutual respect and consideration for individual dignity. The Institution has an obligation to provide degreed faculty members of the highest quality obtainable and to staff each course with the person best suited for it. By emphasizing excellence in teaching and learning, faculty fulfill their responsibility to impart to students a liberal arts education which provides for academic, spiritual, personal, and professional development. In doing this, the Faculty are obligated to personify the University's beliefs by modeling conduct in keeping with the Christian faith. This is a vital religious function essential to faculty's role in carrying out the core Statement of Mission and Purpose of the University by educating men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission—training Champions for Christ who will live their faith no matter their career or life calling.

3.2 ETHICAL RESPONSIBILITIES OF FACULTY

The Faculty Statement of Professional Ethics

As faculty at Liberty University, we are committed to the following ethical standards:

Teaching
1. To meet assigned classes promptly and well prepared.
2. To distribute syllabi in accordance with established guidelines.
3. To maintain the integrity of our teaching by ensuring that its content is based in or defensible before the academic community, that personal views are so identified, and that it is compatible with the University's Christian worldview as reflected in the doctrinal statement.
4. To seek to develop independent thinking in our students, encouraging critical discussion of differing points of view as they pertain to the issues of each course.
5. To encourage excellence in each of our students by rigorous course requirements.
6. To provide appropriate evaluations of student progress through grading and consultation.

Professional
1. To provide all materials necessary for periodic faculty evaluation.
2. To hold membership in and participate in our respective professional and scholarly associations.
3. To hold regular office hours.
4. To avoid any inappropriate or preferential relationship with any student apart from that of mentor, teacher, and Christian role model.
5. To continue to develop and grow by maintaining a regular program of research and study in order to stay current in our respective disciplines.
6. To publish only with academic excellence and ethical integrity.

Service
1. To model and encourage spiritual maturity in students and to be available for spiritual counsel.
2. Through our work, to minister the Christian faith to students, co-workers, vendors, and the public with whom we come in contact.
3. To maintain regular hours for the academic advising of students.
4. To carry out the business of the department, school, and the University by serving on committees and councils as needed.

5. To attend regular and called faculty meetings.

Personal
1. To be a model of biblical lifestyle, character, and relationship in every aspect of our lives.
2. To display respect equally for all persons.
3. To maintain responsible standards of speech, avoiding profanity and vulgarity.
4. To uphold the sanctity of permanent marriage between a natural-born man and a natural-born woman as biblically ordained in scripture and sanctioned by a state government, avoiding any sexual relations outside of such marriages and other sexual misconduct, including harassment and abuse.
5. To model a disciplined approach to personal health, abstaining from the use of tobacco, alcoholic beverages, or illegal drugs.

(*Source: Faculty Senate Minutes, January 23, 1992*)

3.3   CODE OF BUSINESS CONDUCT

As a distinctively Christian academic community, members of the Liberty University community are expected to act as ambassadors for Christ. This means conducting themselves not only ethically and in compliance with applicable laws, regulations, and University policies, but also acting with utmost integrity and in a manner that is above reproach in all aspects of their work. The full text of the Code of Business Conduct policy is published in the University Policy Directory.

3.4   PROFESSIONAL SECURITY AND ACADEMIC FREEDOM

Essential to the purpose of Liberty University is the pursuit of truth and the freedom to communicate that truth once it is discovered and understood. Pursuant to this purpose, every faculty member must have freedom to develop within the University an understanding of and love for the truth.

3.4.1   The Nature of Liberty University as a Christian Institution

A. Liberty University is a community of scholars representing various branches of human knowledge, dedicated to teaching, to research, and to various kinds of service in accordance with its Christian mission.
B. As a Christian university, Liberty University informs and carries out its teaching, research, and all other activities from the perspective of historic Christian faith, within the evangelical Protestant tradition. Thus, fidelity to the historic Christian faith is a necessary and fundamental commitment of teachers and scholars at Liberty.
C. Liberty University makes known its Christian identity in a mission statement and other appropriate public documents.
D. Christian teaching and discipline influence all University activities, while the freedom of conscience of each person is fully respected. All official actions and commitments of the University are to be in accord with its Christian identity.
E. Freedom in teaching and research is recognized and respected according to the principles and methods of each individual discipline, within the confines of the truth and the common good.

3.4.2   Statement of Principles on Academic Freedom

In keeping with the commitment, and consistent with its distinctive nature as a Christian institution, the University subscribes to the 1940 Statement of Principles on Academic Freedom of the American Association of University Professors.

Institutions of higher education are conducted for the common good and not to further the interest of either the individual faculty member or the Institution as a whole. The common good is dependent upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Faculty members are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the Institution.

Faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter that has no relation to their subject. In addition, academic freedom does not justify a faculty member's adjustment or revision of departmentally agreed upon course materials or violation of any other University policies or contract stipulations.

Liberty University faculty members are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community and their relationship with a university whose distinctive mission is defined by its identity with historic Christian faith imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and Liberty University by their actions, writings, and utterances. Hence, they should at all times be accurate, exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not acting, writing, or speaking for the Institution.

Should a faculty member believe that his or her academic freedom has been violated, according to the University's academic freedom policy and procedure, he or she has the right to file a grievance. This process occurs very similarly to the general University grievance policy, though it is housed solely within the Office of Provost.

3.4.3   Academic Freedom Policy

It is the policy of the University that all faculty have the right to academic freedom as defined in the Statement of Principles of Academic Freedom above. We recognize the meaningful value and importance of full discussion in resolving issues relating to academic freedom and preserving good relations between faculty and our administration. ([Academic Freedom Policy](#))

3.4.4   Procedures for Filing a Grievance Involving Academic Freedom

We believe that the following procedures will ensure that academic freedom-related actions or concerns receive full consideration, and expect all academic personnel to follow these procedures, conducting themselves professionally and in a manner that is conducive to resolution of the issue and consistent to the wellbeing of the University.

Step One: A faculty member with a complaint or concern regarding academic freedom should initially approach his or her supervisor.

Step Two: In the event the faculty member feels the issue remains unresolved following discussions with the supervisor, the faculty member may submit an official grievance in writing to the Dean outlining the situation. The Dean will respond within 10 working days, or in the case of a conflict

of interests, work with the Provost and Chief Academic Officer to designate a peer to review the case.

Step Three: A faculty member who feels that his or her grievance relating to academic freedom has not received adequate attention in Step Two may direct the initial grievance and written response to the Office of the Provost. The Office of the Provost will review the grievance and appoint a committee of faculty peers who will recommend a course of action. The decision by the Provost and Chief Academic Officer will constitute a final resolution of the matter.

This "Open Door" policy and procedure, providing review through layers of academic administration, assures all faculty members that academic freedom-related concerns are handled in a fair, equitable and consistent manner. The faculty member should contact the Human Resource Office directly when he or she believes that either the sensitivity or nature of the issue requires immediate attention by executive management.

3.5   DESCRIPTION OF FULL- AND PART-TIME FACULTY

Full-time Contracted (Professional) Faculty. The "professional" full-time faculty can serve in either the residential or online venue in accordance with the load allocations of their contracts. These faculty are expected to participate in departmental and school meetings, to meet their assigned teaching load, and to participate in university-wide governance processes as requested. In addition, these faculty serve as the primary administrative backbone of the University, serving as Program Directors, Subject Matter Experts, Instructional Mentors, Chairs, and Deans, and in other university service roles as assigned by the Provost and Chief Academic Officer. They bear primary responsibility for the development of curriculum in residential and online environments. They also engage in research/scholarship or creative activity that varies depending upon the expectations of their respective college or school, professional development, and any additional activities involving service to students and their professional discipline.

Full-time Credit Hour Faculty. The "credit hour" faculty are those who reach full-time status through teaching assignments. Expectations are weighted more toward teaching than research/scholarship or creative activity, and service. Full-time credit hour faculty are expected to participate in department/school meetings, and they routinely participate in governance, planning, and service activities within their academic departments. They also receive professional development benefits to be used to further their own research/scholarly agendas, largely with the end goal of helping them to maintain fresh engagement with their fields of expertise. Most of these full-time "credit hour" faculty members serve in the online environment. They maintain a close connection to the residential campus, and they typically play a more integral role in curriculum planning, training, and quality assurance than do adjunct faculty who merely teach a course every semester.

Both full-time contracted professional faculty and full-time credit hour faculty at Liberty are essential to maintaining the quality and integrity of the curriculum and to fulfilling the University's mission, some through higher commitments to teaching, and others with higher commitments to research or administrative service activities while also helping the University to meet its own needs in a more efficient and effective manner.

Adjunct (Part-Time) Faculty. The Adjunct (part-time) Faculty are those who do not have a contract and who do not teach a full course load. Adjunct Faculty are not required but are encouraged to attend meetings of the general faculty; nor are they assigned to membership of faculty committees. Residential Adjunct Faculty are supervised by the Deans and Department Chairs, as are regular full-time faculty. Online Adjunct Faculty are supervised by the Online Chair. All adjunct faculty are evaluated by the established process of the University with expectations as identified by the individual Dean. Residential Adjunct Faculty may be expected to provide a minimum of one hour of student academic assistance prior to and/or after each class hour taught.

3.6   ADEQUATE NUMBER OF FULL-TIME FACULTY

Liberty University employs a sufficient number of full-time faculty to support its mission and to assure the quality and integrity of its programs (Adequate Full-Time Faculty). Liberty University understands a full-time faculty member to be a qualified individual who is assigned a full-time teaching load across the fall and spring semesters of the academic year of 24 credit hours at the undergraduate level or 18 credit hours at the graduate level. Further, a full-time faculty member is in a formal relationship with the University in which he or she fulfills certain specific roles and expectations relating to teaching, research/scholarship or creative activity, and service and receives compensation and benefits commensurate with the level and type of responsibility assigned.

The University communicates a faculty member's responsibilities through two primary mechanisms: duty assignments housed within the college or school, and official documents such as the contract (which includes, in some cases, an assignment of administrative duties), load release documents, and *Faculty Handbooks*.

3.7   FACTORS INFLUENCING ASSIGNMENT OF FACULTY RESPONSIBILITIES

Faculty responsibilities reflect institutional recognition of the varied duties of faculty members in the areas of instruction, research/scholarship or creative activity, professional faculty development, and service as well as the varied needs of the University and the student populations it serves.

3.7.1   Contracted Faculty

The primary location for specifying responsibilities, obligations, compensation, and benefits for full-time contracted professional faculty is the individual faculty member's contract. Full-time contracted professional faculty have a full-time teaching load or equivalent duties, are eligible for professional development support, and are represented in the University governance process. Contracted responsibilities may include assignments in the residential program, online program, administrative duties, etc. Written approval from the Dean and the Provost is required for any deviation from contracted duties.

From time to time, the University may engage full-time contracted employees who are not considered part of the University faculty but have certain expertise, qualities, or skills that they lend to the University for a limited time. These include visiting professors, guest lecturers, artists-in-residence, and interim administrators. These temporary employees of the University are not represented in the University governance process, and they are required to follow the applicable provisions of this *Faculty Handbook.*

3.7.2   Non-Contracted Faculty

The University engages some faculty without an annual contract or benefits who may teach in the residential program, the online program, or both. Faculty who teach 24 or more undergraduate credit hours or 18 or more graduate credit hours per year are designated as full-time credit hour faculty. The primary responsibilities of these faculty fall within the area of instruction. These faculty are eligible for limited professional development support but are not represented in the University governance process. They are required to follow the applicable provisions of this *Faculty Handbook*. Faculty hired as adjuncts fall into this category.

3.8   PROGRAM DIRECTORS

Student learning is central to the Institution's mission and educational degree programs. The faculty has responsibility for directing the learning enterprise, including overseeing and coordinating educational programs to assure that each contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency. The Program Director serves in his/her assigned discipline, works with faculty to promote continuous improvement of the quality of curriculum and instruction within the assigned program, works with

support staff in the area and coordinates the responsibilities of the assigned program, under the direction of the appropriate administrator.

Under the direction of the appropriate administrator, in collaboration with program faculty, and in compliance with established Institutional policies and procedures, the Program Director is a faculty position, which, in addition to his/her regular faculty assignment, coordinates and participates in activities supporting program involvement in assuring that the program contains essential curricular components, has appropriate content and pedagogy, and maintains discipline currency.

3.9   ASSESSMENT COORDINATORS

Assessment Coordinators are faculty who are responsible for providing guidance to the department assessment team, work with the appropriate Dean and Chair on approval of all assessment matters and attend all Institutional Effectiveness and Research training sessions and meetings. Carrying out their assignments should be understood as occurring in the context of assisting the appropriate Dean who is ultimately responsible for all assessment activities within the School or College. The Assessment Coordinator is a faculty position, which, in addition to his/her regular faculty assignment, coordinates and participates in activities supporting program assessment and improvement. Additional information regarding the qualifications, duties and responsibilities of an Assessment Coordinator is available in the Office of Institutional Effectiveness and Research.

3.10 FACULTY PROFESSIONAL DEVELOPMENT

With a strong commitment to excellence in education, Liberty University recognizes that a dynamic faculty is key to the attainment of such a goal. Participation in professional development opportunities provides faculty with the tools necessary to update skills and expertise in the areas of teaching, learning and scholarship with the ultimate goal of impacting student learning. Liberty University supports instructional and discipline development that assists faculty in meeting the professional goals of enhancing skills in instructional pedagogy, classroom application of emerging technology and research and clinical practice. Professional development is the joint responsibility of the faculty member and Liberty University.

The University defines faculty professional development as formal and informal activities that increase skills and knowledge in the academic discipline or professional specialty area, or activities that serve the faculty member as a teacher and are designed to improve pedagogical skills. For professional growth containing achievement goals for student learning and training, a faculty member may be requested by IER and the Dean when developing Faculty Professional Development plans related to meeting credentialing requirements for teaching courses by the faculty member. ([Faculty Professional Development](#))

The University understands that professional development is a shared responsibility. The faculty member must desire, first, to continue to grow as a professional. The University, recognizing that commitment, will endeavor to assist the faculty member in achieving those goals, which the individual has established in a Faculty Professional Development plan. On behalf of the University, the Center for Teaching Excellence will provide required and optional faculty training and professional development to both new and veteran faculty on an annual basis in the areas of pedagogy, teaching with technology, faith learning integration, and professionalism. University assistance for faculty development may include the following:

- Travel to, and participation in, scholarly professional meetings, workshops, and seminars. Full-time faculty members may use a maximum of five days per semester for such purposes.
- Professional memberships in scholarly societies.
- Purchase of scholarly journals related to the faculty member's area of teaching expertise.
- Discipline-related software and other types of technical support for teaching.

The budgeting/disbursement process for faculty development is governed by the following guidelines /procedures:

A. Prior to the beginning of the new budget cycle, each Dean will gather information on faculty development needs in their respective college or school.

B. As part of the budget planning process, each Dean will present their budgets to the Provost and Chief Academic Officer, which may include the developmental plans for faculty members. The Provost and Chief Academic Officer will review the budgets and determine if the amounts budgeted for professional development are sufficient.

C. A line for professional development will be included in the budget for each academic department. Once the Provost and Chief Academic Officer reviews and approves the budget, the total funding in professional development is available for use for the approved academic year.

D. Each Dean is responsible for administering the budgeted faculty development funds in a manner that meets the professional growth needs of as many faculty members as is possible. The Dean may assign the Department Chair the responsibility of administering the development funds to meet the professional growth needs; however, the responsibility remains the College/School Dean.

- A department may neither carry over unexpended development monies from one year to the next for a faculty member, nor request an advance on development monies from subsequent years.

- If the Dean believes the development needs of a faculty member in a particular year justify expenditures beyond the individual's allocated amount, informal discussions may ensue among the College/School leadership, the faculty member requesting an additional amount, and any faculty member in the department wishing to forego all or part of development monies for that year so that additional assistance might be available to a colleague.

- All requisitions for professional development must be processed through the Dean's budget. The Dean is responsible to carefully monitor total expenditures and, to the extent possible, spread expenditures for professional development over the entire year.

3.11 THE FACULTY ORGANIZATION

Through the Faculty Senate, the Faculty has legislative and administrative responsibility to implement policies and procedures with respect to curricula, instruction, academic standards, and procedures, and prepares recommendations for appropriate action by the Provost and Chief Academic Officer. All Faculty action is subject to approval by the Provost and Chief Academic Officer and by the President. (Faculty Purpose and Responsibilities)

Membership of the General Faculty shall include and shall be limited to the full-time faculty, the Provost and Chief Academic Officer, academic administrators who hold faculty rank, the Deans of the academic colleges and schools, the Department Chairs, the Dean of Jerry Falwell Library, and the librarians. Invitations to attend the Faculty Meeting with the privilege of the floor may be extended to other persons upon invitation by the Provost and Chief Academic Officer. All members herein identified are eligible to vote.

3.12 THE FACULTY SENATE

As a deliberative body comprising members representing the units of the faculty that together constitute the General Faculty of Liberty University, the Faculty Senate shall, in a spirit of prayerful consideration, conduct the general business of the Faculty, especially as it pertains to academic, professional, and educational concerns at both the undergraduate and graduate level.

The Senate shall be authorized by the General Faculty to advise and make recommendations to the Provost and Chief Academic Officer of Liberty University concerning the initiation, modification, and discontinuation of

programs, and on educational policy and procedures, and other issues affecting the general welfare of the University. Two appointed representatives from each College/School carry out the work of this body. In turn, these senators are also eligible to serve as chairs on the various committees discussed below. The Constitution of the Faculty Senate (**Appendix A**) governs the functioning of this body.

3.12.1 Faculty Senate Committees

Executive Committee. The Executive Committee of the Faculty Senate shall consist of the Dean of The Graduate School, Dean of the College of Applied Studies and Academic Success, Vice Provost of Institutional Effectiveness and Research, the Chair and Vice-Chair of the Senate, the Secretary, Past Chair of the Senate, and the Curriculum Committee Chairs (UACC/GACC). The Executive Committee shall meet virtually prior to each scheduled meeting of the Faculty Senate and at the call of the Provost and Chief Academic Officer or the Chair of the Faculty Senate.

While the Committees listed below shall consist of the various senators appointed by their Deans and approved by the Senate, non-Senator faculty members may serve on the various committees listed below at the discretion and appointment of their Dean.

Athletic Committee**.** The mission of Faculty Senate Athletics Committee (FSAC) is to promote consistency with the academic standards and overall mission of the University in the policies and procedures of the Athletics Department to ensure the holistic development of its student-athletes. The Committee comprises faculty members and representatives appointed by the Dean from each academic college/school and confirmed by the Faculty Senate. Once confirmed the chair, vice chair, and secretary are responsible for leading meetings, recording minutes, and setting agendas for the committee. The Athletic Director, the Senior Women's Administrator of Athletics, the Executive Vice President for Student Affairs, the campus Faculty Athletics Representative (FAR; voting), and the University Registrar shall be ex officio members of this committee. In addition, two members of the Student- Athlete Advisory Council serve as consulting members of the committee. Terms of service will not exceed five (5) years.

Committee on Student Life. The Committee on Student Life shall seek to serve its shared governance role by focusing on key issues impacting student life in collaboration with the Executive Vice President of Student Affairs. Specific areas of focus include review of changes for *The Liberty Way*, review and proposed revision of qualifications for officers in the Student Senate and student elections. The Executive Vice President of Student Affairs, the President of the Student Government Association, the Vice President of Campus Recreation & Logistics, and the Vice President & Athletic Director for Club Sports shall be ex officio members of the committee. Terms of service on the committee will not exceed three years.

Graduate Administrative & Curriculum Committee (GACC). Each College or School Dean with a graduate program will appoint one representative to the GACC. This committee coordinates and advises on graduate academic matters and recommends policy to the Faculty Senate. It advises on the initiation, modification, and discontinuation of graduate programs. It receives proposals for consideration only after approval at the department and College or School levels. Each committee member is assigned a specific task/function to review for each proposal to assist in the expediting of proposals. The President, the Provost and Chief Academic Officer, the Vice Provost for Institutional Effectiveness and Research (IER), Dean of The Graduate School, Dean of the Jerry Falwell Library, University Registrar, the Executive Vice President of Enrollment Management & Marketing, and a designee from residential/online enrollment management shall be ex officio members of this Committee. GACC members will serve a minimum of three years in position.

Undergraduate Administrative & Curriculum Committee (UACC). Each College or School Dean with an undergraduate program will appoint one representative to the UACC. This committee coordinates and advises on undergraduate academic matters and recommends policy to the Faculty Senate. It advises on the initiation,

modification, and discontinuation of undergraduate programs. It receives proposals for consideration only after approval at the department and College or School levels. Each committee member is assigned a specific task/function to review for each proposal to assist in the expediting of proposals. The following individuals shall have the status of non-voting, ex-officio members of the UACC: the President, the Provost and Chief Academic Officer, the Vice Provost for Institutional Effectiveness and Research (IER), the Dean of the Jerry Falwell Library; the Dean of the College for Applied Studies & Academic Success, the University Registrar, the Executive Vice President of Enrollment Management & Marketing, and a designee from residential/online enrollment management. UACC members will serve a minimum of three years in this position.

General Education Committee: The General Education Committee (GEC) examines and makes recommendations to the Dean or Associate Dean of the College of Applied Studies and Academic Success (CASAS) concerning all required or elective general education courses that have been approved for the general education curriculum. Additionally, the GEC reviews and makes recommendations to the Dean or Associate Dean of CASAS concerning changes to the general education component of degree completion plans, Foundational Skill changes, Major Foundational Course changes, and new course proposals to support compliance with the institution's general education guidelines, SACSCOC Principles of Accreditation, and institutional purposes. The GEC represents the faculty in the assessment of general education Foundational Skills, associated student learning outcomes, and the general education curriculum more broadly, working with the general education Assessment Coordinator and Dean or Associate Dean of CASAS on assessment-related initiatives.

The Committee's role is threefold regarding curriculum-related policies. First, to assist the departments, colleges, and schools in the development of appropriate proposals within the Committee's scope of work, ensuring that the proper forms are completed, and protocols observed prior to the submission to the GEC. Second, to act on all such proposals by recommending or declining their adoption; and third, to forward the GEC's recommendation by resolution to the Dean or Associate Dean of CASAS for final approval. See **Appendix B** for the complete text describing the General Education Committee, its organizational structure, and procedures.

Liberal Arts Committee: The Liberal Arts Committee (LAC) examines and makes recommendations to the Dean of the College of Arts and Sciences (CAS) concerning all language and integrative courses that have been approved for the liberal arts focus curriculum. Additionally, the LAC reviews and makes recommendations to the Dean of CAS concerning changes to the liberal arts focus area of degree completion plans and new course proposals to fulfill the integrative course elective per the institution's guidelines and purposes.

The Committee's role is threefold regarding liberal arts curriculum-related policies. First, to assist the departments, colleges, and schools in the development of appropriate proposals within the Committee's scope of work, ensuring that the proper forms are completed, and protocols observed prior to the submission to the LAC. Second, to act on all such proposals by recommending or declining their adoption; and third, to forward the LAC's recommendation to the Dean of CAS. LAC members will serve a minimum of three years in this position.

Ad Hoc Committees. The Provost, or the Faculty Senate with approval of the Provost, may appoint special committees as occasions warrant to address unique items concerning faculty life and wellness, information services, facility use, or other areas of interest presented to and approved by the Senate.

Ad Hoc Committees will typically be created to review proposals to the Senate not directly handled by one of the named committees above. The life cycle of any ad hoc committee will be determined based upon the complexity of the proposal and at the discretion of the Provost and Chief Academic Officer. Membership on

the ad hoc committees will be determined by the nature of the proposal and the specific area of focus, which will aid in defining the experience/skills needed to support handling the proposal.

(Note: Each named committee will consist of one member per school; however, members may serve on more than one committee at the discretion of the Dean of their School. Further, at the discretion of the Dean and executive committee, online, full-time faculty may serve on various committees.)

3.13 COMMITTEES AND BOARDS OF THE GENERAL FACULTY

3.13.1 Faculty Review Committee

The Faculty Review Committee is appointed by the Provost and Chief Academic Officer to address appeals that may come from faculty members who have been non-renewed when the non-renewal may have involved conduct protected by the University's *Statement of Principles on Academic Freedom* (see sub-section 3.4: Professional Security and Academic Freedom). The Committee shall consist of three members, one member of which must be a faculty member in the College/School of the faculty member appealing his/her non-renewal. For more details regarding the work of this committee, see sub-section 7.14: Grievance Procedure.

3.13.2 Judicial Review Board – Community Life

The Judicial Review Board (JRB) meets when a student appeals a decision of suspension. The JRB will be comprised of three faculty members approved by the Provost and Chief Academic Officer along with two students who represent the Student Government Association who are approved by the Executive Vice President for Student Affairs. The JRB will be chaired by the Executive Vice President for Student Affairs. If for some reason an alternate chairperson is needed, he/she will be appointed by the Executive Vice President for Student Affairs (or designee). The chairperson is a non-voting member of the JRB. The Office of Community Life will present the matter under review to the JRB, including a summary of the incident, along with a background report on the student's behavioral record, and will present the facts and evidence revealed through its investigation to the JRB.

The JRB will fully comply with the policies and procedures for the JRB set forth in the appropriate student honor code (e.g., *The Liberty Way*). The JRB will review whether any ground(s) for appeal, as outlined in the student honor code, were met (i.e., the JRB does not re-hear or re-investigate the matter; it is limited to reviewing the ground(s) for appeal). The JRB's decision is made by applying the preponderance-of-the-evidence standard of review and is determined by majority vote. The JRB will vote to either modify, uphold, or overturn the prior outcome and/or sanction(s) consistent with the appropriate student honor code. In appeals to the JRB in which at least one ground for appeal was found to be met, the Executive Vice President for Student Affairs, or designee, will communicate the final determination by the JRB to the student in writing.

If authorized by FERPA, parents may be notified of a student's disciplinary probation, assignment of disciplinary community service, and retention, suspension, or expulsion. A copy of the aforementioned action will be placed in the student's conduct file.

Section 4: Instruction, Research, and Service

4.1 INSTRUCTIONAL STANDARDS

Students should be challenged to aspire to the highest mastery possible and should be expected to engage in coursework demonstrating considerable, studious preparation. The final student grade should reflect, in an objective manner, the ability of the student to meet previously identified, specific objectives.

The stated purpose of the University implies certain institutional responsibilities to students and correlative student responsibilities as members of the University community. Both faculty and students should be responsible for creating an academic atmosphere of mutual respect and consideration for individual dignity.

The Faculty of the University has the responsibility to provide a wide variety of high-quality courses and degree programs consistent with the varied interests and abilities of the members of the student body and relevant to the changing nature of society. However, academic program development must be consonant with statutory limits, policies defined by the Board of Trustees, financial resources, faculty, and available facilities. ([Faculty Purpose and Responsibilities](#))

Through the Faculty Senate, the Undergraduate Administrative and Curriculum Committee (UACC) and its Graduate Administrative and Curriculum Committee (GACC), the Faculty has legislative responsibility with respect to curricula, academic standards, and procedures, and prepares recommendations for the Provost and Chief Academic Officer for appropriate action. All Faculty action is subject to approval by the Provost and Chief Academic Officer, and by the President when a major financial commitment by the University is proposed.

4.1.1 Instruction Responsibilities

4.1.1.1 Teaching

As stated in the Liberty University Statement of Mission and Purpose, faculty are expected to emphasize excellence in teaching and learning. Each instructor should view the course being taught as a means to a significant educational end; the instruction must relate directly to the catalog description of the course. Instructors are obligated to update continually the content of the courses being taught. The instructor should strive to employ a variety of techniques, including accommodations to teach via Canvas and Teams, for the development of good learning conditions, view each student as a unique individual, and insofar as is possible, provide for individual differences in abilities and interests.

4.1.1.2 Instructor of Record

To be assigned as an instructor of record for a course, a faculty member must meet the Liberty University Faculty Credential Guides established by each College/School that govern such an appointment**.** These guidelines stipulate that the faculty member must be qualified to teach the course and must exercise overall responsibility for the development/implementation of that course's syllabus; the achievement of student course learning outcomes included in the syllabus; and issuing grades. ([Instructor of Record Policy](#))

4.1.1.3 Syllabus

All syllabi for a course, whether offered in multiple residential sections, online sections, or both, must contain identical course descriptions, course rationale, and course learning outcomes ([Course Syllabus Policy](#)). Assessments for courses offered in both residential and online formats must also be comparable ([Course Comparability Policy](#)). The course description in the syllabus and in the appropriate catalog must be identical. A syllabus for every course is prepared using the Concourse digital platform under the

direction of the College/School Dean and is posted in the course Learning Management System. The syllabus must follow the Concourse template and it must be available to every student on the first day of class in each course. Contact the Center for Academic Development for syllabus templates.

4.1.1.4   Course Materials Policy

All textbooks and other materials (e.g., articles, study guides, practice exam questions, websites, apps, videos, physical materials, etc.) for use in classes will be sold to students by the Liberty University Bookstore, unless a course fee is used to cover materials. In this case, the course materials will be integrated into the Learning Management System (LMS). Faculty members may not order textbooks for their students directly from the publisher or sell any materials directly to students unless the Liberty University Bookstore is unable to accommodate the materials needed, and the Dean of the College/School approves. Expanded syllabi, teaching aids, and other employee authored materials which must be purchased by students must be sold through the Liberty University Bookstore. The faculty member is not to sell these or any other course materials directly to students or recommend an alternative source for course materials or direct them to other vendors for these materials.

Course material orders should be based upon all available information including projected class enrollments. If course material is listed as required for a course, faculty should inform the students that the course material is required and should ensure that the course material issued is an integral part of the course. Faculty members must obtain access or copies of course materials directly from the publishers. The Liberty University Bookstore is not able to provide access or copies of course materials.

Course Materials Procedure - Residential: To facilitate the ordering of course materials, all residential orders must be approved by the appropriate department designee(s) and are due in the Liberty University Bookstore via the Adoption Insights Portal (AIP) on:

- October 15 for Spring Semester and Winter Intensives
- March 15 for the Summer Semester
- April 1 for the Fall Semester

Notice of intention to change previously selected course materials should be sent to the Liberty University Bookstore manager at least one semester in advance of the proposed change. The same course materials must be used in all sections of a multiple section or cross-listed course.

When errors are made by residential faculty in ordering textbooks, any monetary losses experienced by the Liberty University Bookstore will be charged to the department of the faculty member involved.

Course Materials Procedure - Online: Online textbook orders, and any associated changes, should be processed through the Center for Academic Development via an Electronic Course Materials (ECM) form. More information concerning deadlines and the needed forms can be found on the Center for Academic Development webpage.

Copyrighted Materials. Faculty should refer to **Appendix C** for information regarding the proper use of copyrighted materials in their courses.

4.1.1.5   Official Enrollment in Classes

Class rosters should include only those students whose registration in the course is official. Faculty should not allow a student who is not on the roster to attend class. A student who wishes to enroll in a course, but not for academic credit, should request to be registered for the course as an audit. The Registrar's Office will never tell a student to attend without being properly enrolled. Faculty members are expected to

verify the course roster based on class attendance to ensure that each student's attendance is properly documented. Students who are marked as not attending on the student roster who have never engaged in the course will be dropped for non-attendance. Any discrepancies existing between the official class roster and the students attending a given class should be reported immediately to academicsupport@liberty.edu. This is of special importance when it comes to the accurate recording of attendance and, ultimately, student grades.

4.2   CLASS ATTENDANCE GUIDELINES

For the good of the Liberty University student body, a consistent attendance policy is needed so that all students in all majors will understand the expectations of faculty in all their courses. Faculty are responsible for detailing in their syllabi ramifications for missing any course requirements. In general, regular and punctual attendance in all classes is expected of all students. However, at times, students may miss classes. Additional details and guidelines to support general class attendance across all course levels are published in the Resident Undergraduate Class Attendance Policy.

4.2.1   Absences in Intensive Courses

In the case of residential or online courses that are offered in a one-, two-, three-, four-week, or weekend intensive format, the professor has some latitude in addressing student absences. Because circumstances leading to an absence in a compressed format course will vary widely, the faculty member teaching the course will be in the best position to determine whether it is reasonable to allow a student to make up work missed without placing an undue burden on either the professor or student.

In order to provide some guidance to the instructor, however, it would seem reasonable to say that each 50 minutes of class that a student is absent during an intensive would equate to one missed class -- thus a student could miss up to 150 minutes of class during the week (which would be equivalent to the three unexcused absences that are permitted as noted above) without any penalty, but the student would be responsible for making up the work/assignments missed during the absence(s). The student would also, normally, be penalized 50 points for each absence beyond three.

4.3   ATTENDANCE POLICY

A student has attended an online course if he/she has submitted an academic assignment that can receive a grade (such as an examination, written paper or project, discussion board post, or other academic event) or has initiated contact with the instructor with questions related to the academic subject studied in the course within official course dates. Regular attendance in online courses is expected throughout the length of the term (Attendance Policy).

The U.S. Department of Education requires that every university monitor the attendance of their students. Liberty University uses the following definitions* in determining student attendance, which includes, but is not limited to:

Resident: Physically attending a class where there is an opportunity for direct interaction between the instructor and students, submitting an assignment that can receive a grade (in Learning Management System or disparate system); taking an exam, an interactive tutorial or computer-assisted instruction; attending a study group that is assigned by the school; or initiating contact with the instructor to ask a question about the academic subject studied in the course. In order to constitute attendance, the activity must occur within official course dates.

Online: Submitting an assignment that can receive a grade (within the Learning Management System or disparate system); submitting an interactive tutorial or computer assisted instruction; or initiating contact with

the instructor with questions related to the academic subject studied in the course. In order to constitute attendance, the activity must occur within official course dates.

*These definitions are based upon the delivery format of the course and not the student's enrollment status (online versus on-campus).

Students who do not attend within the first week of a sub-term by submitting an assignment that can receive a grade (such as the Course Requirements Checklist, an examination, written paper or project, discussion board post, or other academic event activity) will be dropped from the course. A student who presents the instructor with an adequate and documented reason for absence may be given an opportunity to make up the work missed.

In order to encourage course attendance, automatic inactivity notifications are sent to students who have not regularly engaged in the course. Instructors should also utilize the inactivity notifications present in the *myStudents* portal to encourage student attendance.

4.3.1   Failure for Non-Attendance (FN)

Students who begin a course, but at some point in the semester cease attending, and do not provide official notification to withdraw, will be assigned a grade of "FN" (Failure for Non-Attendance), dated to the student's last date of attendance (based on the definitions provided above). A grade of "FN" will be assigned when a student stops attending and/or participating in a class for a period of 21 consecutive days or longer. "FN" indicates that the student ceased attendance and failed to complete the course objectives.

The student alone assumes responsibility for course work missed from non-attendance. If a student receives all FNs in a term, he/she is subject to the Unofficial Withdrawal procedure that includes the reduction and/or return of all Financial Aid.

Students who receive a grade of "FN" may appeal to their professor to have the grade removed to resume work in the course. All professors have the right to approve or deny FN appeals at their own discretion. However, appeals should only be considered for approval if the student is able to potentially pass the class based upon the remaining assignments and is able to complete the coursework with an earned grade prior to the established post final grades deadline. The student's appeal must be submitted through the designated FN Appeal form by the end date of the course in which the FN was received. The Registrar's Office will not accept any appeal that is submitted by the student after the official end date of the course. If the student does not re-engage after the FN appeal, attempts to officially withdraw or receives an Incomplete, the FN will be reposted.

4.4   STANDARDS OF INSTRUCTION

One of the critical elements for student success with Liberty University is the opportunity to receive prompt feedback from faculty. Aligned with Liberty University's core mission and informed by established best practices, the Standards of Instruction provide comprehensive guidance for pedagogy, instruction, and service. Intended to support faculty, these standards present a foundational framework for teaching both residential and online courses.

4.5   ACADEMIC INTEGRITY

Liberty University currently subscribes to Turnitin, an online collaborative learning tool for faculty, which supports members of the Liberty academic community in their quest to uphold academic integrity. IT Services offers training on the use of this software. Student submissions may be submitted to the scrutiny of the Turnitin software. Note that these submissions of assignments to Turnitin software do not necessarily constitute an accusation or

suspicion of plagiarism on the student's part. Charges of violating academic integrity shall be handled according to student discipline procedures specified in the *Liberty Way*.

Academic Misconduct Reporting Process. Faculty can report academic misconduct by utilizing the online tool housed in the Beacon system. Video tutorials for Academic Misconduct Investigation and Academic Misconduct Reporting provide information and walk-throughs for the reporting tool.

4.5.1   Identifying Potential Fraud

Some patterns in a student's attendance may indicate that potential financial aid fraud is occurring. To report any concerns, complete the Fraud Prevention Referral Form, which can also be accessed in Canvas from the "Resources" icon, to alert the appropriate offices and University teams will investigate the situation further. Concerning patterns of attendance, most commonly involve a student completing an assignment just before reaching 21 days of inactivity and then repeating this same cycle throughout the course. This form should be used to refer any suspicious student activity to the Program Integrity Team.

Some additional common indicators are:

1. Lack of/minimal participation in courses.
2. Lack of response to professors' attempts to contact the student.
3. Completing the Course Requirements Checklist (CRC) only.
4. Poor writing skills (including nonsensical written submissions).
5. Blank submissions or submitting anything at the 14- and/or 21-day mark to avoid a Failure for Non-Attendance (FN).
6. Although not on the point system, completing quizzes only with no written assignments submitted, or completing all the quizzes ahead of time.
7. Incidents of academic misconduct that may include assignments with a very high Turnitin score for plagiarism or for A.I.
8. Introduction discussion board posts that include specific information like a full mailing address, etc.*
   a. For example, *when identifying students involved in a fraud ring, members of the group were active in their courses, but their class introductions looked as if they were translated from another language and provided full addresses within the body of their introduction.

Reporting suspicious activity is as important as reporting minimal participation, as these two do not always go hand in hand when determining fraud. For questions, faculty should email faredflag@liberty.edu.

4.6   COURSE GRADING AND EVALUATION

Faculty have the responsibility to assign grades to students in a manner that is consistent with the policy in the published course syllabus. The purpose of grading is to define and communicate the level of educational achievement to motivate students to greater effort. Grading should be directly related to the outcomes of the course. Grades assigned should reflect the relative level of attainment of outcomes. The grading system should take into account the emphasis given to the various outcomes during the course.

Academic penalty should not be imposed upon a student for non-academic infractions of school regulations. The Institution retains the right to suspend or dismiss a student for non-academic reasons.

Students must be informed in writing at the beginning of the semester of the course learning outcomes, and how the outcomes will be used in determining grades. Every effort should be made to make measurements valid, reliable, and objective. Evaluation should be consistent with accepted norms for the Institution. Evaluation should be an integral part of the teaching-learning process; hence, the necessity for students to have up-to-date

assessment results showing their progress during the course. Faculty should encourage student-teacher dialogue regarding a student's progress in a course. Final grade due dates are posted online on the Academic Calendar.

4.6.1 Incomplete Grades

Students who are unable to complete coursework by the last day of class due to unavoidable circumstances such as personal illness/injury or family emergencies may appeal to their instructor for a temporary course grade of "I" (Incomplete). The authority for the decision to grant an incomplete completely lies with the instructor. Denial of the request for an incomplete may include, but is not limited to, the student's inability to earn a passing grade with completion of the remaining requirements, as well as an insufficient reason for the request. Students must initiate the request for an incomplete directly to the instructor by the last day of class (before the final exam period for residential classes) (Incompletes UG).

4.6.1.1   Request for Grade Changes

Faculty can change grades in the *myStudents* portal within Canvas until the post final grades deadline. After this timeframe, faculty should request grade changes in writing by contacting registrar@liberty.edu with all pertinent student and course information. No additional work from the student should be accepted from a student towards a change in a final grade after the post final grade deadline unless it is through the published incomplete or grade appeal processes. Grade change requests beyond 30 days after the class may require Registrar's Office approval.

4.6.1.2   Grade Reports

Faculty members should submit all outstanding final grades in the *myStudents* portal by the deadline to post final grades. When possible, grades should be submitted in advance of the deadline to assist with degree conferral, financial aid, or registration requests. Faculty must cooperate with requests for prompt reporting of grades. In many instances, a student's financial aid or registration for a succeeding semester is dependent on grades received in preceding courses.

4.6.1.3   Posting Zeros

Grades of zero should not be posted or manually uploaded into the Grade Center in Learning Management System (LMS) unless a professor is posting a grade for a required assignment that the student has submitted. Required assignments are those assignments that are graded or are listed as a required submission in LMS/syllabus. Grades of zero should not be submitted for unexcused absences or when a student does not make a submission of a required assignment in a disparate system. (Posting Zeros)

4.6.1.4   Monitoring Student Progress through Canvas

Residential faculty teaching undergraduate courses must utilize Canvas for monitoring student progress on course assignments. This provides students with the opportunity to monitor their performance and seek assistance as necessary. Faculty must utilize the *myStudents* portal in Canvas to reach out to students who need improvement and offer assistance/counseling for the purpose of improving performance. The progress report should also include an offer of counseling for the purpose of improving performance.

4.6.1.5   Use of Student Graders

Faculty members are permitted to use whatever student-grader services the University makes available if these are appropriate for the academic level and subject of their courses. Student graders must be evaluated carefully by each professor who uses their services to determine that their background and academic achievements show them to be capable of accurate and fair grading. Note: In general, it is not best practice for undergraduate students to evaluate other undergraduate students; this should be avoided unless the faculty member and student receives permission from the Dean. All student graders should be provided with thorough training and detailed expectations before evaluating or assessing student work. Faculty members must always take full responsibility for the evaluation of students' work. This means that, whenever student graders are used, faculty members remain ultimately responsible for the grades recorded for all students. Clear written criteria must be provided to student graders so that the student would receive the same grade from the professor. Whenever questions are raised about the appropriateness or fairness of a given grade, the faculty member must review the assignment or test with the student to be certain that the grade is correct and fair. This review is not to be done by the student grader.

4.7   GRADE APPEAL PROCEDURE

Faculty are responsible to abide by the established policies and procedures regarding student grade appeals. A student wishing to appeal a final grade should first appeal to his/her instructor and seek to resolve the situation with the instructor. If the student wishes to appeal further, he/she must follow the process outlined in the Grade Appeals policy.

4.8   EXAMINATIONS AND WRITTEN EXERCISES

It is expected that each course will present both formal and informal testing opportunities to facilitate instruction and evaluate the quality of work done by students in the course. Discussions, tests, quizzes, essays, papers, and final examinations are an important part of teaching as they help indicate students' progress in meeting learning outcomes. Examinations may be objective, essay, or oral.

Faculty should provide feedback on the results of exams, including papers, to their students. It is good educational policy, for each faculty member to communicate deadlines for these projects in advance and provide consistent reminders.

Final exam schedules are prepared in the Registrar's Office and approved by the University Registrar. Specific guidelines and instruction for the final exam periods will be communicated to the Deans by the University Registrar and university administration.

Faculty members are expected to proctor their own examinations and adhere to the final exam schedule and the expectations communicated to them by their leadership. Any deviation from the final exam schedule must be communicated to and approved by the Dean and University Registrar prior to this modification being communicated to students. If a student has a valid reason for missing a scheduled exam, the student is responsible for making arrangements with the professor and Dean. The University Registrar should be fully informed of all exceptions.

Term papers or written projects are encouraged where this is an appropriate teaching and evaluation strategy. These should be scheduled far enough out that students are not only able to submit their paper or project, but that the faculty member has time to grade and return feedback to the student several days in advance of the final exams. The due date should allow students to have time to prepare for their final exams. Extensions for these papers or projects, or Incomplete grades, should not be given unless there are extenuating circumstances.

4.9   INSTITUTIONAL CHALLENGE EXAMS (ICE) REVIEW AND EVALUATION

Institutional Challenge Exams (ICE) are developed and administered for the specific department responsible for issuing course credit and available for students to demonstrate mastery of course content. Students who wish to be considered should apply by completing the ICE Request Form. Please note that the ICE program was designed specifically for Liberty University students for Liberty course credit and *may not be recognized by other institutions for college credit*. Occasionally, faculty members may need to review these online exams. Questions may be directed to luice@liberty.edu.

Each year a report of ICE offerings is provided to the Institutional Challenge Exam Coordinator in the Registrar's Office with any updates or changes to the department's ICE. This report is to be submitted no later than June 30th. The updated data are then compiled by the ICE Coordinator and submitted for review and approval by the University Registrar, Office of Institutional Effectiveness and Research, and the Office of the Provost (see **Appendix D**).

4.10 GUEST SPEAKERS IN ACADEMIC SETTINGS

Deans must assure that guest speakers invited to the campus are aware of our history, convictions, and code of conduct prior to speaking at Liberty University. The Deans should be able to affirm that the speaker is willing to conduct himself/herself in a manner concordant with and respectful of the values of Liberty University (Outside Speakers in Academic Settings). When a Dean intends to invite a speaker who might initiate controversy, he/she should confer with the Provost and Chief Academic Officer before extending the invitation. While Liberty often welcomes speakers who do not share the whole of Liberty's faith convictions for purposes of dialogue and interaction with various viewpoints on matters of significance in the cultures of our world, we also do not want to court controversy unnecessarily.

4.11 CONVOCATION

Convocation is an assembly of the University community to build unity within the community, disseminate information, and provide forums for the socio-political issues of the day and other educational topics of diverse interest for the benefit of students, faculty, and staff. Guest speakers from the worlds of business, politics, education, the sciences and religion, talented faculty and staff members, music and timely messages from the President and other members of the Senior Leadership help make Convocation a spiritually challenging and refreshing experience for students, staff, and faculty. Faculty not located in the Lynchburg, Virginia, area can still participate in Convocation by viewing it online and previous Convocation services in the video archive.

The Office of Student Life manages attendance exemptions for students whose academic program requirements (e.g., nursing clinicals, student teaching, etc.) and athletic events (e.g., games, travel, etc.) prevent them from attending Convocation. Faculty who believe they have a group that needs an exemption should contact StudentLife@liberty.edu.

4.12 EVENT MANAGEMENT AND RESERVATION OF ROOMS

The University Event Management Division serves as a centralized point for event logistics, facility usage, event support, and master calendar services to the Liberty University community and external guests. By providing spaces and event expertise, the office works with event planners and resource teams to organize successful and safe events in Liberty University facilities.

25Live is a web-based scheduling tool with a single platform for requesting campus spaces and classrooms, as well as searching event dates and locations. Its benefits include quick room searches and simple navigation. For more information or to reserve a space visit Liberty.edu/25LiveInfo.

4.13 FACULTY AND STUDENT GROUP TRAVEL GUIDELINES

Group Travel is defined as any cohort traveling as a delegation of the university, using university resources or marketing channels, or participating in any off-campus activities which cause participants to miss classes.

The total well-being of a student is vital to both off-campus group performance and other academic activities. The group leader shall consider a student's overall personal condition prior to joining a travel group and shall regularly monitor each student (Travel Group Policy). Intercollegiate athletics, covered by NCAA regulations, will follow NCAA rules as they relate to the issue. Sub-section 4.13.5: Athletics/Club Sports Travel below applies here as well.

4.13.1 LU Send Faculty-led Student Trips

LU Send is the centralized hub of support/approval for all student group travel and processes all faculty-led academic/co-curricular trip requests. Faculty who wish to host students on a domestic or international trip, international research, cohort international internships or hosted study abroad opportunities must work with LU Send to obtain approval and support for those programs, whether scheduled during the semester or during breaks. Under no circumstances should faculty/staff be leading students off campus without first working with LU Send. Forms, submission information and deadlines are available on the LU Send webpages. International All proposals and corresponding syllabi must be approved by the Dean of the faculty member's department prior to being processed by LU Send and recommended for approval by the Office of the Provost. Please visit http://www.liberty.edu/lusend or email LUSend@Liberty.edu for more detailed information.

4.13.2 Local Field Trips & Student Excused Absences

All University sanctioned domestic travel must be registered at www.liberty.edu/send. There are three categories of domestic travel/excused absences:

Basic Excused Absence – Basic Excused Absence Request. (Description: These "trips" stay within Lynchburg, VA or the surrounding area (less than 50 miles from Lynchburg, VA) and are exclusively day activities that require students to miss 1 day of required events such as other classes, convocation, etc.) **If a trip is a local day trip within Lynchburg, VA and does not require that students be excused from classes, the domestic trip registration for does NOT need to be filled out.

Standard Domestic Trip – Standard Trip Proposal/ Excused Absence Request. (Description: These trips are either more than 50 miles from Lynchburg, VA and/or overnight. Anything more than 50 miles from campus or overnight requires the students to sign a special Assumption of Risk. These trips can be anywhere from one (1) day to five (5) days in length and are primarily coordinated by the proposing department. Examples of these trips are conferences, competitions, weekend excursions associated with a class or recreational activities, required military training exercises, etc. hosted, led, and coordinated by the proposing department.

Premium Domestic Trip. (Description: These trips are faculty/staff led domestic trips that are usually anywhere from 5-14 days in length. For these trips, faculty/staff work in conjunction with LU Send to coordinate a full trip experience for students, usually either for academic credit or CSER hours.

Each of the above should be registered a minimum of three (3) weeks before the excused absence is needed. Once the registration is submitted, LU Send will secure the Dean's approval and Provost approval. The designated trip leader will be informed of the approval/denial of the request. If the request is approved, the trip leader will receive a link to send out to all participating students to sign the required assumption of risk documents and download the excused absence form.

LU Send will use the information provided by the trip leader to submit any necessary information or addresses for Clery Act compliance. The individual or department does NOT need to report individually if a trip registration form has been submitted to LU Send.

Faculty may submit requests for vehicles (with or without drivers) through BuyLU's Charter Service Reservation Form or through the Facilities Management Motor Pool Vehicle Reservation Form (Fieldtrips and 1-night trips) for any activities that need to take place off campus (only open to faculty/staff who are approved drivers).

4.13.3 LU Serve Now

LU Serve Now is an initiative that prepares students to be on stand-by to respond to urgent humanitarian needs in the event of a disaster, either domestically or internationally. The Serve Now program seeks to build the best culture of preparedness, equip students with the knowledge and skills to capably assist in catastrophic disasters and community development, and create multiple pathways for student engagement within the Serve Now program.

The Provost may grant a maximum of five (5) days of excused absences from residential classes per trip. A student may receive excused absences to participate in a response effort only once per academic semester. The students' remaining excused absences for courses missed may be forfeited (M/W/F 3; T/TH 2; 1 day – 1). Students are responsible for notifying all professors of the duration of their deployment, with an official email/letterhead from LU Send including the exact class days that will be missed. Students will be responsible for making up all work that was missed during travel times within one week of returning to campus. This will not impact the deadlines of assignments following a student's deployment. There will be no groups deployed during the months of December or May unless special permission is granted by the Provost.

> No third-party non-approved organizations are permitted to request/authorize excused absences for LU students. Please report any letters/excused absence requests to LU Send.

For more information about the LU Serve Now program, please visit the LU Serve Now website or email LUServeNow@Liberty.edu.

4.13.4 Travel for Internships, Externships, Practica or Faculty-Hosted Research/Study Abroad

By studying or interning abroad, Liberty University students can enhance their educational experience, grow in cultural intelligence, and gain a competitive edge in their career field. Although internship approvals are granted by each academic department, the student's travel documents along with international health and travel insurance forms must be completed through LU Send for all international travel.

Faculty planning to lead a trip for Field Experience, Practicum/Internship credit, or who would like to host students for off-campus Research or for a Study Abroad program, must submit an International Trip Proposal Form (or Domestic Trip Registration Form) to LU Send for approval by the Office of the Provost. All university sponsored or promoted International Internships must be registered with LU Send.

Internship credit is given to students who have registered for a Liberty University internship course or practicum. There are also internships and externships available for students who would prefer to complete them not-for-credit. For information regarding International Internships, please visit the LU Send website or contact LU Send through email at LUSend@Liberty.edu, or by calling (434) 592-6455.

4.13.5 Athletics/Club Sports Travel

Any University organization that has students who represent Liberty University in activities that involve student traveling (exclusive of one-time missions' exposure trips) must first provide a list of students on the team to the Registrar to verify if the students are in good academic standing. Students who are not in good academic standing are prohibited from traveling (Travel Group Policy).

Intercollegiate athletics, covered by NCAA regulations, will follow NCAA rules as they pertain to student travel. Club Sport student athletes will be allowed to be rostered on a team but will not be allowed to travel or compete if their cumulative GPA is under 2.0. Individual cases will be reviewed should an athlete, coach, or team request such a review. Each student-athlete will also be required to be enrolled in 12+ credit hours per semester. Unique situations will be reviewed by an administrative council. Furthermore, online student-athletes must be actively enrolled and attending a class in order to be rostered and compete. All student-athletes travel with a coach present on Liberty University approved transportation for all away competitions. Students traveling separately must provide a request in writing and complete the appropriate forms to assume all risk of the separate travel.

All international athletic travel must be coordinated through LU Send. Please contact LU Send for more information.

4.13.6 Faculty/Staff Travel

At the discretion of the Provost and the Director of Risk Management, all faculty/staff travel related to University purposes must be registered with LU Send. LU Send also provides opportunities for Faculty to participate in study abroad site visit opportunities. By participating, Faculty agree to propose travel and/or advocate for LU Send opportunities to their students. For more information, please contact LU Send's Director of Global Programs.

International Faculty Travel (non-group): All international travel for university purposes must be registered with LU Send a minimum of three (3) weeks before the dates of travel so that proper insurance can be purchased. Departments should budget for international health and travel insurance when planning international travel. The cost is $2.54 per day. Click to register Individual International Travel. If 1-3 students have been invited to participate with the faculty as part of an official delegation/professional presentation, they will also need to fill out this form to register their travel.

4.13.7 Non-Liberty University Faculty/Staff International Travel with Liberty University Students

Faculty/staff are typically prohibited from endorsing or promoting non-LU travel/missions/overseas opportunities on campus or in their classroom, unless those opportunities have been pre-approved by LU Send/LU Serve.

Any faculty/staff participating in international group travel opportunities that are not related to the university, but have Liberty University students attending (e.g., church mission trips) should be disclosed to LU Send no later than three (3) weeks before travel. This short disclosure form can be found through the following link: Non-LU Travel Registration.

In addition to registration, none of these international opportunities are to be presented or marketed to Liberty University students on campus without express written permission from LU Send. Under certain circumstances, student participants will be asked to sign a hold-harmless acknowledgement agreement furnished by LU Send. No credits/independent studies should be offered for such an opportunity.

4.13.8 Club Travel/Co-Curricular Travel

Under certain circumstances, club travel/co-curricular travel is considered LU-sanctioned and is permitted for excused absences and support by LU Send. Such opportunities must be vetted for approval by LU Send and abide by LU Send's faculty/staff leadership requirements. Please visit http://www.liberty.edu/lusend or email LUSend@Liberty.edu for detailed information.

4.14 RESEARCH/SCHOLARLY OR CREATIVE ACTIVITY

A level of scholarly activity that keeps each faculty member current, both in the content of the discipline as well as its pedagogy, is expected of all faculty. This includes involvement in academic and professional societies. Faculty members, at times, undertake significant research and/or professional or creative activities, which contribute to their professional growth and the advancement of the discipline, and which bring honor and recognition to the University. Department Chairs may recommend to their Deans reduced loads or funding required for faculty members engaged in such activities. If approved by the Dean, the faculty member may apply for release time and/or funding through the Office of Sponsored Programs and Research (OSPR) – Internal Awards to include the justification for the workload modification together with a plan to cover any courses impacted by the load reduction. OSPR – Internal Awards will review with the Office of the Provost and communicate the disposition of the request to the faculty member, Dean, and Human Resources to adjust the faculty member's load.

4.14.1 Faculty Research: General Responsibilities and Description

Research is inquiry aimed at contributing to the knowledge of a discipline. It is recognized that what constitutes research varies across disciplines and that research, among other things, "deals with designing or running new experiments; collecting, analyzing, or interpreting fresh data; composing and critiquing new symphonies; proving or disproving original theorems; testing new techniques to create images on canvas or molding sculptures…" (Hakim, 2000, p. 44). While research can be a type of scholarly, professional, or creative activity, not all research is scholarship. In order for research to be considered scholarship, it should meet the following criteria: (a) the work must be made public; (b) the work must be available for peer review and critique according to accepted standards; and (c) the work must be able to be reproduced and built on by other scholars (Shulman, 1999).

The Research Ethics Office ensures that research conducted by Liberty University students, faculty, and staff complies with government regulations and institutional Policies. The policies and procedures noted below have been designed to encourage and enable both human and animal research. All research that involves human subjects, whether or not it is funded, must be approved by the Institutional Review Board (IRB). All research, teaching, or testing activities involving live vertebrate animals, whether or not they are funded, must be reviewed and approved by the Institutional Animal Care and Use Committee (IACUC). Prior to initiating any externally funded research, a faculty member must get an endorsement from his or her dean prior to submitting a research or grant proposal to the Office of Sponsored Programs and Research.

4.14.2 Reduced Loads for Research and Creative Activities

Department Chairs may recommend to their Deans reduced loads for faculty members engaged in research and creative activities. Each recommendation must include a justification of the workload modification together with a plan to cover any courses impacted by the load reduction. Recommendations, once approved by the Dean, are sent to the Office of the Provost for written approval. If approved, Human Resources will be notified to adjust the faculty load of the faculty member.

4.14.3 Research Leave

Faculty who wish to pursue extensive research or creative projects should observe the following process.

1. Faculty member should share with the Dean both the nature and extent of the request.
2. The Dean should present the request to the Provost and Chief Academic Officer or designee along with the justification for the workload modification together with a plan to cover any courses impacted by granting leave.
3. The Provost and Chief Academic Officer or designee will provide the Dean with a decision on the request.
4. The Dean will then inform the faculty member of the decision.

If approved, the Provost and Chief Academic Officer or designee will work with Human Resources (HR) to make any adjustments to the faculty member's contract that are required through the granting of leave for the impacted year/semester.

4.14.4 Internally Funded Research

The academic budget includes funds to assist in the preparation of grant applications and for small projects. Applications should be made to the Provost and Chief Academic Officer or designee through the Office of Sponsored Programs and Research. Departments and schools may also budget for such items.

4.14.5 Externally Funded Research

Faculty are encouraged to seek outside grants and other forms of financial assistance to support research activities that enhance or expand the teaching and/or research focus of Liberty University faculty members. Such grants or contracts must not compromise the Institution's mission, purposes and policies or the regular contractual obligations of the faculty, nor may they involve any commitment of University monies such as matching funds, resources, staff, equipment, or facilities without prior administrative approval. Normally such outside funding should assist the regular research of the faculty and hence not require any reduction of their teaching load and other commitments. All research activities, including those funded by outside grants, involve the rights and responsibilities listed in this *Handbook* under sub-section 3.4: Professional Security and Academic Freedom.

The Dean of the faculty member's College or School, under the supervision of the Provost and Chief Academic Officer or designee, shall determine the appropriate balance between a faculty member's research activities and contractual obligations related to instruction. It is the faculty member's obligation to keep the Dean informed of any research activities, grant or contract activities, as well as consultative services provided by the faculty member. Whether the activity is performed or remunerated during the months of June and July, or during the regular contract year, the Dean shall determine that the activity ***does not***:

1. Interfere with timely and effective completion of all University responsibilities.
2. Create a conflict of interest with the University's Statement of Mission and Purpose.
3. Involve inappropriate use of facilities, equipment, personnel, or other resources of the University.
4. Make any use of the name of the University for any purpose other than professional identification.
5. Claim University responsibility for the conduct or outcome of the activity.

To assure that Liberty University maintains control over research and instruction, the process outlined below in sub-section 4.14.6: Externally Funded Grants shall be followed.

4.14.6 Externally Funded Grants

The Office of Sponsored Programs and Research (OSPR) will assist faculty in the pursuit of external funding that will further scholarly research, teaching excellence and public service projects. Faculty members are encouraged to seek assistance in the form of grants for any aspect of the research and educational process. The OSPR coordinates grant activities and assists faculty in submitting completed proposals to the appropriate funding agency or foundation. All external grant submissions must be approved by the OSPR, Department Chair, Dean, Finance, and the Office of the Provost prior to the submission date. Please contact the OSPR for the *Internal Approval Form*, which must be routed to administration for signatures at least 14 days (2 weeks) prior to the grant deadline.

A complete guide to the appropriate forms and procedures, and any other related material can be found on the Office of Sponsored Programs and Research website. OSPR policies can be found on the policy directory website. To ensure that all requirements are met, all University Policies and Procedures, as well as those specific to each grant must be followed.

4.14.7 Research Involving Human Subjects

Liberty University follows Federal guidelines for oversight of research involving human research subjects who are recruited to participate in research activities carried out under the auspices of Liberty University. The Institutional Review Board (IRB) has the authority to approve, require modifications of, monitor, and disapprove all research activities that fall within its jurisdiction as specified by Federal regulations or Liberty University policy. Membership on the IRB is by appointment of the Institutional Official (IO). Information regarding human research as well as all necessary forms are available on the IRB website.

Any professor who wishes to do research on human subjects or direct students in research that involves human subjects may contact the IRB first to determine if the research must undergo IRB review. See the IRB website for details and appropriate forms.

4.14.8 Research Involving Animal Subjects

Any faculty member who wishes to perform research, testing, or teaching activities involving live vertebrate animal subjects must seek and obtain approval from the Institutional Animal Care and Use Committee (IACUC) before any such activity begins. The IACUC reviews and approves the use of live vertebrate animals in research, testing, and teaching activities conducted at Liberty University. Its purpose is to ensure the proper care, handling, and treatment of any animals that are used in any research, testing, or teaching activities carried out under the auspices of Liberty University. Membership of the IACUC is by appointment of the Institutional Official (IO) and must include at least five members – including the IACUC Chair, a veterinarian, a scientist, a non-scientist, and an individual who is not affiliated with the University. See the IACUC website for details and appropriate forms.

4.15 SERVICE RESPONSIBILITIES

Faculty are responsible to provide service to students, the institution, and the appropriate academic discipline to the extent specified by their academic status and/or contract.

4.15.1 Service to Students

Office Hours. One of the most important responsibilities of faculty members is to provide for individual contact with students outside the classroom. This is to be accomplished, in part, through the scheduling of office hours. It is the responsibility of each Dean to ensure that a full-time faculty member is available to students for a minimum of ten office hours per week. Further, these scheduled hours should be so distributed that the faculty

member is available to students in the morning and afternoon on at least two days of the week. Deans, working with Department Chairs, are responsible for ensuring that office hours are posted and maintained.

Mentoring. Select faculty may volunteer or be assigned by their Department Chair to mentor students in their academic major/specialization. First year students may be advised/mentored in addition to their meeting with a Professional Advisor from the College of Applied Studies & Academic Success (CASAS). When a student enters a major, they will be assigned a faculty member from their major and/or specialization. Additionally, faculty will be available to mentor sophomore through senior students through both individual sessions as well as department specific workshops covering such topics as résumé writing and graduate school admission.

Theses and Dissertations. One of the expected obligations for graduate faculty is to serve when needed as a chair/reader of those committees that have oversight for doctoral students working on dissertations. In addition, graduate faculty are also to be available to serve as a chair/reader for students who are working on master's theses. Such chairs and readers receive stipends above and beyond their contractual remuneration. Graduate faculty are encouraged to contact their Department Chair or Dean for further information regarding the amount of these stipends and the conditions and expectations associated with them.

A reader who is not a member of the Liberty University faculty must be approved by the College/School Dean or designee and the appropriate Vice Provost, following criteria established by each College/School.

4.15.2 Service to the Institution

While the University encourages Christian and community service by its faculty members, service to the University is a part of the faculty's expected responsibilities. Service to the Institution includes but is not limited to the following:

4.15.2.1   Administrative College/School and Departmental Responsibilities

College/School and Department administrative faculty have the following responsibilities:
- Supervision and evaluation of faculty
- Faculty recruitment
- Course scheduling
- Budget management
- Curriculum development and revision
- Program review
- Representation in governance
- College/school departmental assessments
- Committee involvement for graduate students

4.15.2.2   Faculty Legislative and Governance Responsibilities

Faculty members are expected to attend General Faculty, College/School, and Department meetings. They can periodically serve on one or more of the following types of University, College/School, or Department committees: Faculty Senate, Faculty Senate Committees, School/Department, and/or special committees with both limited and extended charges and/or responsibilities.

4.15.2.3   University, College/School, and Department Meetings

Faculty meetings are scheduled each semester of the academic year. The time, place, and date of these meetings shall be publicized well in advance of the meetings. Unless otherwise specified, the business of the Faculty shall be conducted in accordance with Robert's Rules of Order. Training for Robert's Rules of Order is available through the Center for Teaching Excellence.

Full-time faculty members, as part of their service to the University and as role models of exemplary conduct, are to attend Faculty Orientation, Baccalaureate, and Commencement exercises unless excused by the Provost and Chief Academic Officer. (Faculty Attendance at LU Academic Functions and Meetings)

4.15.2.4 Major Service/Administrative Responsibilities

Faculty members may be asked to assume major service or administrative responsibilities for the University. These responsibilities may justify a load adjustment. Any such adjustment requires a recommendation and approval from the Provost and Chief Academic Officer.

4.15.2.5 Special Event Responsibilities

Another important facet of an academic community is to provide for continuity of University programs outside the normal daily class schedule. This means that part of the responsibility of Deans and Chairs is to be present for selected important University events. It will be the responsibility of each Dean to ensure their personal presence as well as that of each of their Chairs at all University events of importance.

4.15.3 Service to the Discipline

Faculty are expected to be current in both the content of their discipline as well as its pedagogy through the pursuit of professional development. Faculty are encouraged to become involved in their discipline's academic and professional societies and engage in leadership roles when afforded the opportunity. Faculty can request funding to support these endeavors as described in sub-section 3.10: Faculty Professional Development.

4.16 STUDENTS WITH DISABILITIES

Students with documented disabilities have legal rights under the federal statutes. Section 504 of the Rehabilitation Act of 1973 (PL 93-112), as amended by the 1981 regulations implementing the Act, prohibits discrimination based on handicap against people in institutions benefiting from federal funds. This includes institutions (such as Liberty University) which receive federal monies indirectly such as tuition and dormitory fees paid with federal grants or loans (Lazarus, 1989). Institutions that are judged to be discriminatory can lose all forms of federal assistance.

Section 504 mandates reasonable accommodations to ensure equal program access to all qualified students with disabilities. Faculty must provide Office of Disability Accommodation Support (ODAS)-approved accommodations that meet the special needs of each qualified student with a disability (Academic Disability Accommodations**).** Faculty are not required to provide accommodations if the accommodations would fundamentally alter the nature of the program or the academic requirements that are essential to a program of study or to meet licensing prerequisites. If faculty think that accommodation would constitute such a fundamental alteration, faculty should address their concerns with ODAS during the interactive process that occurs following a request for an accommodation. However, when faculty receive notice of an ODAS-approved accommodation, faculty must comply with it and implement the ODAS-approved accommodation.

It is the student's responsibility to disclose disabilities to have them accommodated. If students fail to do so, faculty are not obligated to accommodate disabilities. Documentation and disclosure are handled through ODAS located in DeMoss Hall 1264 on Main Campus. Faculty should not provide accommodations that are not pre-approved by ODAS. If a student requests accommodation from a faculty member or mentions a disability, the faculty member should refer the student to ODAS in case the student wants to request an accommodation.

4.17 STUDENTS IN NEED OF COUNSELING AND SUPPORT

Due to the frequency and special nature of their contacts with students, faculty members are in a direct position to observe students and be aware of their needs. Moreover, faculty members are often perceived by students as

the first point of contact in obtaining advice and support. Faculty members have a great ministry to students, and this is deeply appreciated by the administration. However, faculty need to exercise caution in dealing with students who manifest potentially serious cognitive, affective, or action maladjustments.

The potential for institutional and/or personal lawsuits is always a reality. In light of recent legal developments, faculty members must bring to the attention of Counseling & Psychological Services (CAPS) and/or CARE and Support specific students with whom they are working that manifest certain behaviors which may indicate a need for professional counseling or other intervention. Faculty are encouraged to err on the side of safety if unsure whether and whom they should notify by reporting to both Counseling & Psychological Services and the CARE and Support.

If faculty members encounter students who are disrespectful, combative, non-compliant, or otherwise in violation of any standards set forth in *The Liberty Way* (Student Honor Code), the faculty members may report such behavior to the Office of Community Life. The Office of Community Life will respect the faculty members' discretion on whether to address any classroom disruptions directly. If the Faculty members learn of alleged misconduct that occurred out of the classroom, they may report such alleged behavior to the Office of Community Life for review. It should be noted that any report made concerning a student becomes part of the student's records, which is discoverable by the student upon request.

4.17.1 Making a Counseling Referral

Counseling & Psychological Services (CAPS) is an extensive student counseling center providing brief therapy, specialized treatment tracks, psychological assessment, substance abuse assessment, and a wide range of mental health services to students. Counseling & Psychological Services also can furnish the student with names of local counselors/agencies and make a referral upon request or as deemed appropriate.

If a student is facing a life-threatening emergency (e.g., suicidality, homicidal or psychosis) faculty members should immediately contact LUPD following the procedures in sub-section 4.17.1.1: Suicide Prevention Procedure below. If a student requests professional counseling, or a faculty member believes the student would benefit from counseling, faculty members can provide the student with Counseling & Psychological Services' contact information at (434) 582-2651 or caps@liberty.edu to set up an appointment. Counseling & Psychological Services can then make a determination as to the proper course/level of treatment for the student. Faculty members can inform the student that Student Counseling Services offers crisis walk-in services from 8:00am–4:30pm Monday-Friday. In the case of an emergency, LUPD is always available to assist students by calling (434) 592-3911.

4.17.1.1 *Suicide Prevention Procedure*

Any reference to suicide, the threat of suicide, or attempt at suicide should be judged as serious and should not be rationalized or dismissed. In the case of an actual suicide attempt or a student stating that they want to end their life, call LUPD immediately at (434) 592-3911. LUPD will determine if transport is warranted and if so, will contact ambulance service for transport to Lynchburg General Hospital.

Online faculty members should contact LUPD directly at (434) 592-3911 so that the student's local authorities can be mobilized for a 'wellness check.' Please be sure to relay the student's exact wording, along with their name and ID number. After LUPD has been notified, a summary email with the same information should be sent to LUPD@liberty.edu and to care@liberty.edu. The Police Department is open 24/7; however, you may encounter a rare instance in which no one is available to answer the emergency line. If this occurs, please continue to call until a representative is available. Please note that sending an email without speaking to a live person is not sufficient in any instance.

Note: Only LUPD should contact a student's local Police Department. If a representative indicates otherwise, please ask for an LUPD supervisor immediately.

4.17.1.2   Signs and Symptoms

Unusual Behavior
1. Withdrawal from usual social interaction
2. Marked seclusion and unwillingness to communicate
3. Persistent lying, stealing, or other antisocial acts
4. Extreme shyness, lack of social skills
5. Inability to sleep or excessive sleeping
6. Loss of appetite or excessive appetite
7. Unexplained crying or outbursts of anger
8. Acutely increased activity, e.g., ceaseless talking or extreme restlessness
9. Repeated absence from classes
10. Unusual irritability
11. Thought disorder, e.g., the student's conversation does not make sense
12. Suspiciousness--irrational feelings of persecution
13. Irrational worrying or expressions of fear

Traumatic Changes in Personal Relationships
1. Death of a family member or a close friend
2. Difficulties in marriage or family relationships
3. Dating and courtship difficulties

Drug and Alcohol Abuse
- Indication of drinking or drug abuse—drug dependence problems of any kind.

In case of a drug overdose or severe drug reactions, call LUPD at (434) 582-3911.

Aside from the signs or symptoms that may suggest the need for counseling, the following are other guidelines which may help the faculty member define the limits of involvement with a particular student's problem:

1. When a student presents a problem or requests information, which is outside the faculty member's range of knowledge.
2. When a faculty member learns that a student is currently being treated or has recently been treated for psychological problems.
3. When a faculty member observes any of the behaviors outlined under the section entitled, "Signs and Symptoms."
4. When a faculty member receives information that a student is experiencing any form of sexual misconduct or discrimination, currently or in the past, as defined by the University's Sexual Misconduct Policy and Non-Discrimination and Equal Opportunity Policy, that faculty member is required to report that information to the Office of Equity & Compliance. Please refer to Section VII of this policy for faculty responsibilities concerning mandatory reporting.
5. When a faculty member observes concerning behaviors that are disruptive or present a possible threat to self or others.

4.17.2 Procedures for Reporting Sexual Misconduct, Discrimination, and Discriminatory Harassment

Liberty University is committed to providing a safe and non-discriminatory learning, living, and working environment for all University community members. Liberty University does not engage in unlawful discrimination or harassment on the basis of race, color, ancestry, religion, age, sex, national origin, pregnancy

or childbirth, disability, or military veteran status in its educational programs and activities, which includes admissions and employment.

The *Sexual Misconduct* and *Nondiscrimination and Equal Opportunity* policies are key components of effectuating the University's mission and its obligation under the law. A copy of the policies can be found here: *Sexual Misconduct Policy* and *Nondiscrimination and Equal Opportunity Policy*. Inquiries regarding the application of Office of Equity and Compliance (OEC) policies can be directed to the Title IX Coordinator.

In accordance with Liberty's Christian values and its role as an educational institution, the University strictly prohibits the following Prohibited Conduct, which are further defined in the above policies:

- Sexual Harassment
  - Quid Pro Quo
  - Hostile Environment
- Sexual Assault
- Dating Violence
- Domestic Violence
- Stalking
- Sexual Exploitation
- Retaliation and Interference with Process
- Complicity
- Attempt to Commit Prohibited Conduct
- Discrimination (based on an individual's legally protected class status)
- Discriminatory Harassment (based on an individual's legally protected class status)

These policies apply to all faculty, staff, and students, both on and off campus, and are enforced by Liberty University's Office of Equity and Compliance (OEC). For more information about your rights and options or to report any type of Prohibited Conduct listed above, please contact the OEC.

> Reports can be submitted to:
> Nathan Friesema
> Executive Director of Title IX/Title IX Coordinator
> Liberty University Office of Equity and Compliance
> DeMoss Hall 1232
> (434) 592-4999
> oec@liberty.edu

OEC Website: https://www.liberty.edu/title-ix/
Prohibited Conduct can also be reported online: https://www.liberty.edu/title-ix/report/

Responsible Employee. All employees and students are responsible for knowing and following the *Sexual Misconduct Policy* and *Non-Discrimination/Equal Opportunity Policy*. To enable Liberty to respond effectively and to prevent future instances of Sexual Misconduct, certain Liberty employees who are not Confidential Resources are designated as Responsible Employees. Generally, Responsible Employees include employees who have been given the duty of reporting acts of Sexual Misconduct to the Title IX Coordinator by the University and employees who a person could reasonably believe have the authority to take action to redress Sexual Misconduct or a duty to report it. More information on Responsible Employees is available on the OEC website.

At Liberty, Responsible Employees include all OEC staff, Residential Faculty/Adjunct Professors/Deans, Online Faculty/Adjunct Professors/Deans, Athletic Coaches (NCAA & Club Sports), Resident Assistants,

Resident Directors, LU Shepherds, Resident Shepherds, Graduate Assistants, LUPD, and Office of Community Life (OCL) staff. Responsible Employees who obtain or receive information regarding a possible violation of the *Sexual Misconduct Policy* must report that information to the Title IX Coordinator. Reports must be made as soon as possible, be in writing, and include all relevant details needed to assess the situation. This includes, to the extent known, the names of the Complainant, Respondent, and other individuals involved in the incident, as well as any known relevant facts, including the date, time, place, and circumstances of the incident. All other Liberty employees who are neither Confidential Resources nor Responsible Employees and who receive such information in the course of their employment position or duties are strongly encouraged to report possible violations of the *Sexual Misconduct Policy* to the Title IX Coordinator.

Employees who receive Reports should not attempt to "investigate" the allegation or require the reporting individual to provide all the details surrounding the alleged Sexual Misconduct. To the extent the reporting individual provides detail, that information should be provided directly to the Title IX Coordinator. The Report should be kept private and not shared with any other individual. If the employee is uncertain whether the information should be reported to the Title IX Coordinator, the employee should seek guidance from the Title IX Coordinator before providing the Title IX Coordinator with any identifiable information regarding the Report. Moreover, the employee should not treat the Complainant, the Respondent, a Witness, or any other individual involved in the underlying incident any differently following the Report than they would have had there been no report. Failure of a Responsible Employee to report allegations of Prohibited Conduct to the Title IX Coordinator may result in disciplinary action.

Reporting Prohibited Conduct. No person will suffer Retaliation as a result of engaging in protected activity under the *Sexual Misconduct* or *Non-Discrimination/Equal Opportunity* policies. Protected activity generally includes filing a complaint of Prohibited Conduct, participating in any related process or otherwise opposing unlawful discriminatory conduct. See Section 6.8 of the *Sexual Misconduct Policy* for the full definition of Retaliation, including examples of protected activities.

4.17.3 Referring to CARE Team (Collaborate, Assess, Resource, Empower)

The CARE Team is a multi-disciplinary group that meets on a regular and as-needed basis in support of an established protocol to review concerning behaviors over time and identify patterns, trends and disturbances in individual behavior. The CARE Team works closely with CARE and Support to be proactive in addressing behaviors in order to prevent harm to self, others and the University Community. CARE and Support provides support coordination services that resource students with behavioral needs to appropriate on and off campus providers. The CARE Team operates parallel to, and in conjunction with, other university functions, such as Title IX (TIX), the Office of Community Life (OCL), the Liberty University Police Department (LUPD), and Counseling and Psychological Services (CAPS). The CARE Team does not replace these vital functions but operates alongside them by compiling, reviewing, and responding to relevant information. CARE and Support evaluates all referrals seriously, though not all behaviors warrant response for further case management by the CARE Team and may be referred out to a more appropriate department for follow up. To make a referral to the CARE Team, complete the CARE Referral Form or email care@liberty.edu.

4.18 PERSONAL RECOMMENDATIONS FOR STUDENTS

A personal recommendation from a faculty member does not constitute an endorsement of a student by Liberty University.

4.19 PRIVACY AND RELEASE OF STUDENT EDUCATION RECORDS

Liberty University, including its faculty, is responsible for protecting the privacy of student "education records" in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA) and the University's FERPA

[Policy](). A student's "education records", as that term is defined by FERPA, may be released only in accordance with FERPA. In addition to certain statutory exceptions where the student's prior written consent is not required (e.g., to a "school official" with a legitimate interest in the records, information designated by the University as "directory information", or when there is a health or safety emergency), education records may be released with the student's signed, written and dated request that specifies the records to be released and to whom the records may be released (www.liberty.edu/ferpa). Any faculty member to whom an education record has been released may only reveal the contents of that education record to another person who has a "legitimate educational interest" to view the contents. If there is a question about the legitimacy of disclosing confidential information to another person, the University Registrar should be consulted to determine that such release is appropriate.

The following are exceptions to this restriction:

A. The University Registrar or Associate/Assistant Registrar may release transcripts without consent to only those individuals within the University who have legitimate educational interest. It will be released only for use in an official capacity, not for the personal use of the requestor. Those individuals to whom student records may be released are university faculty, staff, and administration. All other requests will be reviewed and the decision will be made according to the individual situation.
B. The University Registrar or Associate/Assistant Registrar if lawfully subpoenaed will release transcripts. The student will be notified of such release.
C. The University Registrar or Associate/Assistant Registrar will release transcripts without consent for purposes of auditing or evaluation of any federally supported program.

The following security measures are required of all in-house personnel:

A. Copies of a student's academic record may be made and released only by the University Registrar or Associate/Assistant Registrar.
B. Anyone receiving copies of transcripts must keep them in a secure location of the office area.
C. Any Liberty University employee with legitimate educational interest in the student's education records may have access to the student records.
D. Protected information contained on the student's academic record may not be reprinted or redistributed in part or in whole without permission of the student, unless permitted by FERPA.

Section 5: Curriculum Design, Development, and Evaluation

5.1 CURRICULUM STANDARDS

The maintenance of high academic standards is a matter of importance to students, faculty, and administration and is the individual responsibility of each instructor. The procedures described in the *Faculty Handbook* merely provide a reasonable degree of order and uniformity in the University's instructional activity. Within this pattern, each instructor has the privilege and duty to use those instructional methods and teaching materials most likely to accomplish, to the maximum extent possible, the purpose of and the learning outcomes for each course.

The faculty of the University has the responsibility to provide high-quality courses and degree programs consistent with the varied interests and abilities of the members of the student body and relevant to the changing nature of society. However, academic program development must be consonant with approved University policies and procedures, policies defined by the Board of Trustees, financial resources, faculty, and available facilities.

All full-time faculty (online and residential) are invited to participate in departmental meetings where curricular items are discussed. In matters requiring a vote, online faculty are represented by their Online Chairs. All full-time faculty (online and residential) are given the opportunity to serve on various committees throughout the year, such as assessment work groups. Action items are provided to faculty in advance via digital communication by the College/School Dean, and faculty are invited to submit comments regarding the meeting agenda. In matters requiring a vote, the Online Chair voices the feedback provided by online faculty. Subsequently, digital meeting minutes are made available by request to faculty for informational purposes.

5.2 RATIONALE FOR UNDERGRADUATE CURRICULUM

When designing residential and online undergraduate academic degree programs that prepare students to enter their chosen disciplinary career fields, the faculty and administrators of Liberty University do so in accord with its Mission,

> … "to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world. Through its residential and online programs, services, facilities, and collaborations, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission."

Four goals guide the creation of undergraduate degree programs at Liberty.

Goal 1. To provide students with a substantial general education component that instills a wide breadth of knowledge and is based on a coherent rationale.

Goal 2. To provide students with a wide range of rigorous academic majors to select from as they choose an educational path leading them toward their future goals. These educational paths, available to students, are fashioned into degree programs by teaching and administrative faculty members who create curriculum to best equip students for future vocational/educational readiness within their respective academic disciplines. These majors represent the foundational level of preparation within the discipline for students.

Goal 3. To involve the faculty in the creation of cognates and concentrations that build on the major; this allows students the opportunity to pursue additional aspirational levels of specialization. Students can add a cognate or concentration to their major so that they become more competitive for admission to graduate work or more marketable in the employment sector.

Goal 4. To engage the faculty in making certain that the general education and major components of a degree program are comparable in content, sequencing, and rigor for programs offered in both the residential and online delivery formats.

In addition to these four goals, **Appendix E** documents the purpose, structure, and rationale for general education and undergraduate program majors at Liberty University.

5.3   GUIDELINES FOR CURRICULUM REVIEW AND EVALUATION

The following guidelines should inform the curriculum review and evaluation process for every residential and online course/program (active and proposed) of the University.

5.3.1   Reviewing and Evaluating Active Course Syllabi

All existing course syllabi are reviewed, at a minimum, every three years by each Academic Department in accordance with the following guidelines:

- Course syllabi must follow the prescribed format at the onset of the review.
- Course learning outcomes should contain active verbs and specific criteria that allow an assignment to be linked to the course learning outcome.
- The course learning outcomes should be comparable across the course's delivery formats.
- Each assignment listed in the syllabus should be reviewed for clarity, specificity, and linkage to the course learning outcome(s).
- Each Program Learning Outcome(s) that is supported by a course should be indicated.

5.3.2   Reviewing and Evaluating Active Programs

All active programs are reviewed and evaluated by the program's respective Academic Department in accordance with the following guidelines:

- A program review is conducted every 5 years following the program's implementation.
- Programs that have fewer than twenty students, and which have graduated fewer than five students on average for each of the past five years. A compelling demonstration should be provided for continuing the program.
- Core courses in the program should support the program learning outcomes and be sequenced to best promote student success.
- The program should integrate a biblical/Christian worldview throughout its curriculum.
- Programs offered in multiple formats should demonstrate comparable curriculum and degree completion plans.
- Course syllabi pertinent to the program should be reviewed to ensure that the program learning outcomes are adequately supported by the program curriculum.
- Current programs must compare favorably with similar programs in the state, region, and nation. Departments will document comparability or deficiencies with data collected from at least five Virginia and at least ten regional/national programs. (Curriculum Review Policy)
- Faculty teaching any courses required by the program must be qualified to teach those respective courses in accordance with SACSCOC standards.
- Assessments of the program and its program learning outcomes should be reviewed to ensure alignment with the program curriculum, achievement of the program learning outcomes, and ongoing programmatic improvement efforts.
- Programs must reflect continuing demand in the workplace for similar programs and prepare graduates for job/career placement in their field or advanced studies in their discipline.
- Programs must meet the current stated purposes, goals, and outcomes of the department, school, and University.
- The results of each program review must be provided to the College/School Dean. Any curriculum changes recommended as a result of the review process will be evaluated under procedures established for Curriculum Change.

5.3.3   Proposing New Courses and Programs

When proposing new courses and programs, it is essential that College/School faculty consider the following elements when preparing a curriculum proposal:

- Demonstrate that the new course/program fulfills current Department, College/School, and University purpose, goals, and learning outcomes as indicated in the most recent program review.
- Justify the new course/program by providing surveys of student interest, market need analysis, or other pertinent information indicating demand in the workplace for similar courses /programs.
- Identify implications of hiring faculty with appropriate qualifications for adding the new course/ program. Project faculty needs for the first three years of the course/program.
- Demonstrate how the course/program will provide career preparation not available in any other program in the curriculum.
- Outline non-personnel costs associated with the new course/program: library resources, technology needs, and capital equipment. Explain whether full funding will be sought from the University for these expenses or whether a portion of that funding will be sought through external grants. Outline plans with respect to this consideration.
- Analyze whether the new course/program will have the tendency to draw new students to the Department, or whether its tendency will be to redistribute students already in the Department among an increased variety of courses/programs. If it is the considered judgment of the Department that the latter is the more likely possibility, the wisdom of moving the proposal forward should be brought into question.
- The frequency for offering a new course must be discussed, as well as whether the course is an elective or a required course in certain programs.
- Discuss whether new course/program will be potentially attractive to students outside the Department making the proposal. Identify other academic areas in the University that might possess a natural affinity to the proposed course/program.

5.3.4   Requesting Pilot Courses

Faculty may submit a request to offer a pilot course for a semester for the purpose of ascertaining whether there is sufficient student interest to include the course among those listed in the Liberty University Catalog. To request permission to offer a pilot course, a request is submitted in the CourseLeaf Course Inventory Management (CIM) console. Information required includes the rationale for the course, minutes showing departmental and school approval, as well as a syllabus for the course. The Office of the Provost and Chief Academic Officer will review the digital request for final approval. A pilot course may be offered for a second semester by completing the digital CIM form providing a clear rationale for doing so.

It is expected that the academic unit requesting the approval of the pilot course seek approval through the established University CourseLeaf Course Inventory Management (CIM) console to add the course to those already offered by the unit and published in the University academic catalog. A pilot course may be offered no more than two semesters unless permitted by the Provost and Chief Academic Officer.

5.4   CURRICULUM REVISION PROCESS

Any student, faculty member, Program Director, Department Chair, College/School Dean, or academic administrator may initiate suggestions for revisions in the curriculum by submitting them in written form to the appropriate department. The proposal must be considered, documented in Department and College/School minutes, and approved by the Department or College/School faculty through its established curriculum change procedures. (Curriculum Change Policy)

In fall 2021, Liberty University initiated the CourseLeaf curriculum inventory management system (CIM). This software integrates with the Liberty University Undergraduate and Graduate Catalogs (CAT). The CIM platform provides customized online forms and automated workflows designed to ensure accuracy with Liberty's courses and programs published in the University catalogs and in the student information system (Banner).

The CourseLeaf system has four consoles in which to make a course, program, policy, or miscellaneous request. Access is restricted to Liberty University faculty (login required):

- Course Inventory Management | *Edit & Propose Courses*
- Program Management | *Edit & Propose Programs*
- Policy Request Management | *Edit & Propose Policies*
- Miscellaneous Request Management | *Edit & Propose Other Types of Proposals*

Resources to help navigate and use tools available in CourseLeaf are published on Liberty's CourseLeaf webpage (login required).

Preparation of Curriculum Change Proposals. New or modified course and program proposals are to include all relevant information and approvals as indicated in the CourseLeaf Program Management or Course Inventory Management (CIM) digital form workflow. Supporting documentation required to be submitted with a curriculum proposal include:

Supporting Documentation	PROPOSAL TYPE							
	New Course(s)	*Course Modifications	New Program	New Cognate	New Concentration	New Certificate	New Minor	Program Modifications
Financial Spreadsheet			X	X	X	X	X	
Substantive Change Review Form			X		X			
New Program Research			X	X	X	X	X	
Benchmark Analysis			X	X	X	X	X	
Degree, Certificate, or Minor Completion Plan (DCP/CCP/MCP)			X	X	X	X	X	X**
CPEF (Signed)			X		X	X		X***
Curriculum Map			X		X	X		X***
Registrar/Admission Matrix (Graduate programs only)			X	X	X	X	X	
Course Syllabus	X							
Faculty Roster	X		X	X	X	X	X	
Department Minutes (as appropriate)	X	X	X	X	X	X	X	X
College/School Minutes	X	X	X	X	X	X	X	X

*Minutes are not required for the following course modifications: Prefix changes, course fees, or course number changes at the same level.
**Required only when program modifications include a change that affects the DCP/CCP/MCP.
***Required only when program modifications are significant or include course changes that affect Program Learning Outcomes or the Curriculum Map

Tracking Curriculum Changes. The Program Director or Department Chair is responsible for tracking the workflow from departmental approval through all steps in the CourseLeaf proposal workflow in order to address any

questions that may arise during the review process. CourseLeaf's transparent workflow allows the proposal to be monitored by anyone within the workflow.

Digital Approval Process. Each proposal goes through a customized workflow based on the proposal type. After the Provost and Chief Academic Officer gives final approval of a new or modified curriculum change, approval notification is sent by automated email from CourseLeaf to the designated individuals in the workflow. The University Registrar will develop a rollout document to notify all relevant campus offices regarding new programs, curricular changes, and academic policies that have been approved through CourseLeaf by the Provost and Chief Academic Officer.

5.5 SUBSTANTIVE CHANGE REPORTING

Only in cases where a proposal represents a substantive change does the process differ. Major curriculum modifications (e.g., addition of program) require approval by the Board of Trustees. The Board of Trustees reviews all recommendations for proposed major curriculum changes presented to it by the Provost and Chief Academic Officer. The decision of the Board is final. Once Board approval is secured, the Provost and Chief Academic Officer, who is also the SACSCOC Liaison for the University, submits a substantive change prospectus to SACSCOC for approval, as appropriate.

To ascertain if a new program is a substantive change requiring either notification or approval prior to implementation, a Substantive Change Review Form must be submitted to the Office of Institutional Effectiveness and Research at subchange@liberty.edu. Creation of a Substantive Change Prospectus is coordinated by the Office of Institutional Effectiveness and Research.

It is important to note that SACSCOC has established due dates for submission and review of a Substantive Change Prospectus. The due dates are as follows:

- January 1 for programs to be implemented July 1st through December 31st
- July 1 for programs to be implemented January 1st through June 30th

For programs that are awaiting SACSCOC's approval and inclusion in Liberty's accreditation, all communication with both external and internal constituencies must clearly and consistently represent that the program(s) is "pending approval by the Southern Association of Colleges and Schools Commission on Colleges" (SACSCOC Advertising and Student Recruitment Policy). Programs may be advertised, and applications may be accepted as long as this statement is clearly communicated in all published materials. However, ***students may not be accepted/enrolled in the pending program*** until approval from SACSCOC has been received.

After SACSCOC approval is received, notification of the approval is disseminated to the University constituencies (e.g., Office of the University Registrar, Office of Institutional Effectiveness and Research, etc.) and appropriate changes are made to the academic catalogs. Liberty's Substantive Change policy is published online.

The SACSCOC Substantive Change Policy and Procedures can be found on the SACSCOC website.

Section 6: Jerry Falwell Library

6.1 JERRY FALWELL LIBRARY

The Jerry Falwell Library is the focal point of academic life at Liberty University. Strategically located in the center of campus, the 170,000-square-foot library is an anchor point on the southern end of the academic lawn. As an integral part of the educational community, the library provides physical and digital resources to support and enhance the university curriculum. Additionally, the library's highly qualified faculty and staff provide instruction on the effective, efficient, and ethical use of information and ideas.

6.1.1 Mission, Vision, and Strategic Directions

The mission of the Jerry Falwell Library is to promote learning, discovery, and research by providing robust resources, engaging instruction, flexible spaces, and outstanding services to the Liberty University community. The library's vision is to be the center of academic life at Liberty, cultivate an ethos of Christian service to one another, and equip all champions for Christ to be informed, articulate world-changers. In support of this mission and vision, the library pursues the following strategic directions:

- **Responsive Solutions**—Meet customers at their point of need and provide equitable access to relevant resources, services, and spaces.
- **Visible Presence**—Develop and execute compelling communication strategies that market the JFL's unique role within the community.
- **Elevated Scholarship**—Advance the quality and prominence of Liberty scholarship through research instruction and access initiatives.
- **Impactful Venues**—Facilitate physical and virtual learning, research, and work environments to optimize stakeholder experiences.
- **Strategic Collaborations**—Develop relationships with key stakeholders to address changing needs and conditions.
- **Supportive Culture**—Foster an environment of trust and mutual respect that equips and empowers employees to contribute to organizational goals in ways that are personally and professionally fulfilling.
- **Operational Efficiency**—Develop and implement internal processes that yield quality, contain costs, and demonstrate compliance.

6.1.2 Resources

The Jerry Falwell Library provides physical and digital resources to support the university curriculum and mission. The library collects and organizes resources in a variety of formats including but not limited to print and digital books, periodicals, audio-visual resources, musical scores, dissertations and theses, and archival materials.

The collections of the Jerry Falwell Library exceed 3 million items. Electronic collections include over 2.6 million e-books, video and audio streams, digital scores, and other digital formats. Physical collections consist of about 425,000 books, DVDs, CDs, scores, models, and non-traditional items, which are housed in the four-story Book Tower, two-story Caudell Reading Room, Automated Storage and Retrieval System (ASRS), Curriculum Library, and Archives and Special Collections. The library also provides access to more than 145,000 unique journal titles and 400 research databases.

All resources can be accessed on or off campus from any internet-capable device. The vast majority of materials can be searched via a single search discovery tool prominently featured on the library's homepage.

Full-text resources can be accessed by any current university-affiliated student, faculty, or staff member. Additionally, some resources may also be accessed by university alumni.

Students, faculty, and staff can access resources beyond the library's collections through interlibrary loan and document delivery services, reciprocal borrowing agreements with participating libraries, and via memberships in the Center for Research Libraries and HathiTrust. Customers may also access materials not currently owned through innovative acquisitions programs such as patron-driven acquisitions, evidence-based acquisitions, and purchase-on-demand, which provide access to a large pool of resources with purchases triggered only upon customer use or request.

In addition to the general collection, the library maintains and houses several distinctive collections in the Archives and Special Collections, Curriculum Library, Scholars Crossing, and Jerry Falwell Museum.

6.1.2.1   Archives and Special Collections

The Archives and Special Collections Department preserves the history of Liberty University, Thomas Road Baptist Church, Falwell ministries, and Baptist traditions by gathering, organizing, preserving, and providing access to relevant materials of enduring value. While employed by Liberty University, members of the administration, faculty, and staff should provide one copy of each book or journal article they write to the Archives. Additionally, it is the policy of the university that the minutes, annual reports, proposals, major policy statements; and publications (e.g., newsletters, brochures, programs, etc.) of the board, faculty, schools, divisions, departments, committees, student organizations, and alumni associations be deposited in the University Archives. Access to unpublished records and documents is restricted to the archivist, the issuing body, and those authorized in writing by the issuing body.

The purpose of the special collections of the Jerry Falwell Library is to acquire, organize, preserve, provide access, and promote primary resource materials in their original formats on select topics in support of the mission of the university. These include, but are not limited to, Christian fiction, Sunday school history, hymnals, Conservative Christian history, Conservative political history, and local history.

6.1.2.2   Curriculum Library

The Curriculum Library supports the School of Education by providing access to a variety of PreK-12 instructional resources including secular and Christian teacher-edition textbooks and teaching materials, educational games, manipulatives, models, and testing materials. An extensive selection of juvenile titles supports classes in Children's Literature, Young Adult Literature, and curriculum development.

6.1.2.3   Scholars Crossing

Scholars Crossing is Liberty University's institutional repository of scholarly and creative works produced by students and faculty of the university. The mission of the repository is to capture, preserve, and freely distribute the scholarship of the university community. Materials archived in the repository include, but are not limited to, students' dissertations, theses, and scholarly projects; articles, presentations, and other works by faculty; scholarly journals edited by faculty and students; and scholarly events.

6.1.2.4   Jerry Falwell Museum

Since opening in 2003 on the 70th birthday of Liberty University's founder Jerry Falwell Sr., the Jerry Falwell Museum has continued to expand its collection of memorabilia related to the pastor, author, political activist, evangelical leader, family man, and founder of Liberty University through donations from friends, family, and alumni from around the world. The museum also houses a library of Falwell Sr.'s writings, including books and personal letters.

6.1.3   Library Spaces

The Jerry Falwell Library provides spaces for research, study, reflection, and inspiration. The library utilizes the latest technological advances, including a two-story robotic book retrieval system and a fully equipped Technology Commons. The library provides access to an Active Learning Classroom with telepresence technologies that support interactive and virtual learning as well as the Osborne Assistive Learning Technology Center which provides access to equipment and software specifically designed to help those with audio and visual impairments. Casual seating areas, learning commons with three levels of quiet, reading rooms, group study rooms with writable walls and a digital display, a spacious café, lockers with USB and electrical outlets, a lactation pod, and multiple balconies and terraces add to the relaxed, scholarly atmosphere. Additionally, there are several spaces that can be reserved for special events and activities, including the Esbenshade Atrium, Terrace Conference Room, Scholars Conference Room, Scholars Lounge, and Active Learning Classroom.

6.1.4   Library Services

The Jerry Falwell Library strives to provide outstanding customer service to effectively meet the informational and scholarly needs of residential and online students, faculty, and staff.

6.1.4.1   Access to Resources

The library offers services to facilitate equitable access to information and resources for the university community by:

- Providing access to library collections in a variety of formats.
- Maintaining systems to support that access.
- Assisting customers with securing resources beyond the library's collections through interlibrary loan and document delivery services, membership in the Center for Research Libraries, membership in the HathiTrust, and participation in reciprocal borrowing programs.
- Facilitating course reserves for faculty who wish to place library materials as well as instructors' personal items on reserve for use by students in a particular course or program. (*Placing items on reserve facilitates equitable access to materials that may be limited in quantity*.)
- Archiving materials related to the history of the university, Falwell ministries, Thomas Road Baptist Church, and Baptist traditions.
- Establishing and providing access to special collections related to the mission of the university.
- Partnering with faculty to develop collections and secure resources to support and enhance academic programs.

6.1.4.2   Research and Instruction

In addition to providing access to physical and digital resources, the highly qualified faculty and staff of the library provide instruction on the effective, efficient, and ethical use of information and ideas in a variety of ways including:

- Providing course-specific research instruction in physical or virtual classroom settings.
- Teaching information literacy skills through workshops, webinars, and video tutorials.
- Providing personalized research assistance face-to-face as well as via email, chat, phone, text, and virtual telepresence.
- Creating and maintaining resources such as research guides and tutorials to support the discovery of informational resources.
- Supporting the creation and dissemination of faculty and student scholarship.
- Assisting students, faculty, and staff with copyright questions.

- Developing programs and [events](#) to foster academic discourse and provide enrichment experiences for members of the university and local community.

6.1.5   Memberships

The library participates in consortia and other relevant partnerships and associations that result in benefits to the library and its constituency. As a member of the Center for Research Libraries (CRL), the library provides access to approximately five million newspapers, journals, books, pamphlets, dissertations, archives, government publications, and other resources held by CRL that support research and teaching. The publication dates range from the 18th century to the present day, although most holdings were published in the 20th century.

The library is also a member of the HathiTrust, a not-for-profit collaborative of academic and research libraries preserving over 17 million digitized items in more than 400 languages with publication dates from 1500-present, including pre-1926 U.S. publications, U.S. Federal Government Documents, and non-U.S. works published more than 140 years ago.

Additional memberships include Atla, Christian Library Consortium (CLC), Ex Libris Users of North America (ELUNA), Lyrasis, Virginia Independent College and University Library Association (VICULA), Virginia Library Association, and Virtual Library of Virginia (VIVA). Additionally, participation in reciprocal borrowing agreements through Atla and VIVA allows Liberty University students and faculty to check out materials directly from other participating member libraries.

Section 7: Faculty Personnel Policies

7.1 EQUAL EMPLOYMENT OPPORTUNITY

The University is an Equal Opportunity Employer. We believe it is our moral and legal obligation to meet the responsibility of ensuring that all management practices regarding employees are conducted in a nondiscriminatory manner.

In compliance with Title VII of the Civil Rights Act of 1964, and other applicable federal and state statutes, all recruiting, hiring, training, and promoting for all job classifications will be administered without regard to race, color, ancestry, age, sex, national origin, pregnancy or childbirth, disability, military veteran status or other applicable status protected by law, including state of employment protected classes. It is, therefore, our policy and intention to evaluate all employees and prospective employees strictly according to the requirements of the job.

All personnel related activities such as compensation, benefits, transfers, job classification, assignments, working conditions, educational assistance, terminations, layoffs, and return from layoffs, and all other terms, conditions and privileges of employment will be administered without regard to race, color, ancestry, age, sex, national origin, pregnancy or childbirth, disability, military veteran status or other applicable status protected by law, including all applicable state of employment protected classes.

The University is a Christian religious-affiliated organization; and as such, is not subject to religious discrimination requirements. The University's hiring practices and EEO discrimination practices are in full compliance with both federal and state law. Federal law creates an exception to the "religion" component of the employment discrimination laws for religious organizations (including educational institutions) and permits them to give employment practice preference to members of their own religious beliefs.

7.2 APPOINTMENT OF NEW FACULTY

The official appointment of all faculty is made by the Provost and Chief Academic Officer. (Appointment of Faculty Policy)

7.2.1 Selection/Recruitment Process for Full-Time Faculty

Pre-Interview	1.	College/School Dean opens an approved position on Workday website.
	2.	College/School Dean views submitted applications on Workday website.
	3.	College/School Dean identifies applicant he/she would like to interview and submits background check for chosen candidate on Workday website.
	4.	Once background check is approved (as posted on Workday website), the Department Chair and College/School Dean should vet the candidate via conference call to perform "Dean/Chair Interview". *At this time, the applicant must be given a copy of the Faculty Evaluation Criteria.*
	5.	After reviewing recommendations from faculty and from their personal engagement, if the College/School Dean desires to proceed to interview the candidate, he/she must submit the Request to Interview Faculty Candidate form to the Office of the Provost along with the full application packet (all original documents) and written comments about the candidate from the Dean and faculty. Department should keep copy of the file for their records. A completed application packet includes: • **Request to Interview Faculty Candidate** form (including summary of responses during "Dean/Chair Interview") • **Request to Hire Faculty Candidate** form • **Signed application** for position • Curriculum Vitae • Teaching Philosophy Statement

		• Official transcripts from all schools* • Completed Transcript Evaluation Form • 2 professional reference letters • 1 pastoral reference letter • Dean comments from the candidate screening • Faculty comments from the candidate screening
	6.	The Office of the Provost will work in concert with the College/School Dean to establish date/time/location for the interview. The College/School will create the **Faculty Candidate Itinerary** and distribute it to the candidate, and all committee members.
	7.	The College/School Dean contacts candidate to make travel arrangements (**Faculty Candidate Itinerary** delivered to candidate).
Interview	1.	The College/School Dean is responsible to host the faculty candidate as he/she proceeds to scheduled meetings and interview.
	2.	During the interview process, all candidates will be asked a set of identical prearranged University questions. For adjunct faculty members, the interview process may be conducted by the corresponding College/School. Candidates seeking a full-time faculty position will receive questions specifically related to the University's doctrinal position.
	3.	After the interview, the Chair of the Interview Committee should sign the **Request to Hire Faculty Candidate** form located in the Office of the Provost.
Hire	1.	The Dean signs the **Request to Hire Faculty Candidate** form and forwards to the Office of the Provost for approval and to formulate terms of contract. Once the Office of the Provost informs the College/School Dean that the Provost has signed/approved the hire and that the file has been delivered to/approved by HR, the College/School Dean submits the hiring proposal on the Workday website.
	2.	When the candidate is officially approved (as on Workday website), the College/School Dean works with candidate to proceed with New Hire Checklist, which formally requests start-up costs.

7.2.2   Appointment of Residential Adjunct (Part-Time) Faculty

All residential adjunct appointments are engaged through the Office of the Provost. They are, however, initiated and recommended through the Dean of the respective College/School in the same manner as full-time faculty, including applications and interviews conducted by the Department Chair and Dean.

Appointments for residential adjunct faculty are negotiated in advance of the beginning of the employment period. Any subsequent modification of the employment must be in writing and attached to the initial appointment. All such appointments must be approved by the Provost and Chief Academic Officer. With respect to the performance of academic responsibilities, the academic qualifications, maintenance of high standards of personal character, conduct, continuation of scholarly activity, and effective teaching, the responsibilities of adjunct faculty are the same as for full-time faculty. Residential adjunct faculty must provide an official transcript from an accredited institution, which shows a master's degree with at least eighteen graduate hours in the specific teaching field or other acceptable qualifications.

Residential adjunct (part-time) faculty are compensated at the rate of $800 per faculty load hour for undergraduate, master's, and doctoral level courses. Residential adjunct faculty are not required but are encouraged to attend meetings of the general faculty; nor are they assigned to membership of faculty committees.

- Supervision: Residential adjunct faculty are supervised by the Deans and Department Chairs, as are regular full-time faculty.

- Evaluation: Residential adjunct faculty will be evaluated by the established process of the University with exceptions as identified by the individual Dean. Each Dean will provide the evaluation criteria to adjunct faculty prior to hiring.

- <u>Student Access</u>: Residential adjunct faculty may be expected to provide a minimum of one hour of student academic assistance prior to and/or after each class hour taught.

7.2.3   Appointment of Liberty University Online Faculty

At the point that a prospective Liberty University Online Faculty member has been approved for hire and the University anticipates the need of the Liberty University Online Faculty member's services, they will be contacted by an Academic Department and they will then be onboarded This will allow them to access the Learning Management System orientation and training modules and will allow them to have assigned access to courses which they may be teaching. The Academic Department will assign Liberty University Online Faculty members to courses. At this point, Learning Management System orientation and training are complete.

Liberty University Online Faculty members will be evaluated each sub-term to determine whether they are meeting expectations of the University. The University is not obligated to renew the Liberty University Online Faculty member for subsequent sub-terms. All notices of nonrenewal or dismissal shall be made by the Office of the Provost.

7.2.4   Initial Placement Rank and Salary for Full-Time Faculty

The hiring of all new full-time faculty is guided by the Liberty University Credential Guidelines. The assignment of rank (instructor, assistant professor, associate professor, or full professor) is agreed upon by the Office of the Provost and Dean of the area in which the faculty member is applying and is dependent upon several factors. The major factors that are considered when determining the initial rank and salary of new faculty member include:

1. The faculty member's academic preparation that includes degrees and semester hours of credit earned from accredited institutions of higher learning. Particular attention is given to the number of graduate semester hours that a candidate has earned in the discipline(s) where the faculty member will be teaching. Usually, faculty who have a terminal degree are preferred.
2. The number of years of experience that a person has had that would enhance classroom performance. This experience may be either in teaching or in other endeavors where such experience would be relevant to the person's anticipated teaching assignment. In either case, this experience is evaluated on its merits in each situation.
3. The demand index, which has been developed as a result of annual comparisons among colleges and universities across the country. It makes use of surveys such as those found in *The Chronicle of Higher Education* and data from the Bureau of Labor Statistics to classify various disciplines into one of four categories ranging from low demand to high demand areas.
4. Whether the faculty member possesses certain types of certifications or licensure, e.g., CPA, LPC, RN Board (nursing), etc., and
5. Whether the Contract or Letter of Agreement is for 10, 11, or 12 months; 11- and 12-month contracts are usually issued to those who have some sort of administrative assignment.

Please note that the sum of a candidate's education, experience, professional achievements, and scholarly contributions will be factored into the initial rank placement. Once a faculty member is hired as a full-time employee and assigned a rank, promotion must be achieved through contributions subsequent to earning each rank as outlined in sub-section 7.6: Faculty Academic Rank.

7.2.5   Reduced-Load Faculty Appointment

Persons appointed to the Liberty University faculty on reduced load would, like part-time appointees, teach on a less than full-time basis. Reduced-load appointees, unlike part-time appointees, however, possess the same

range of rights and responsibilities as full-time faculty. They would be expected to engage in, for example, committee and departmental work, research, or artistic endeavor, and the like. While the range of rights and responsibilities would be the same as for full-time faculty, in most instances the degree or extent of these rights and responsibilities would not be the same. Committee work, for example, would be proportionate to the teaching load. Compensation, benefits, and professional support would generally be prorated in the same proportion as the reduced teaching load is to the full load.

In most instances, reduced-load appointments would be considered for individuals seeking a transition from full-time teaching and research to retirement. Any person eligible for reduced load will need the final decision of the Provost and Chief Academic Officer. A minimum of five years of continuous full-time faculty service is required before a reduced-load appointment can be requested.

While the reduced-load appointment is intended primarily for those faculty members approaching the conclusion of a full-time teaching career at the collegiate level, it may, in limited instances, be utilized to provide individuals greater flexibility in their teaching assignment. For example, people who are completing a terminal degree or who are engaged in certain types of scholarly activities might wish to request this arrangement for a limited period of time during their academic careers. This arrangement might also allow spouses with family responsibilities to maintain a regular commitment to the faculty on a reduced-load or a husband and wife might split a position where appropriate.

A faculty member seeking appointment on a reduced-load basis must make that request known in writing to the Dean and Department Chair by November 1 of the academic year prior to the issuance of the contract. The Dean and Department Chair will assess the request. If they find the request can be supported in a manner that will meet the academic needs of the faculty member's department, the college/school Dean will make a recommendation to the Provost and Chief Academic Officer supporting the reduced-load appointment and detailing the scope of that appointment including, to the maximum extent possible, specific courses to be taught. The Provost and Chief Academic Officer will review the request and render a final decision on the reduced-load appointment prior to release of the annual contracts. The Provost and Chief Academic Officer, on an individual basis, will decide the duration of the appointment. The basic policies and procedures, which govern full-time faculty, as detailed in the *Faculty Handbook*, apply to reduced-load faculty as well. Reasonable accommodations concerning matters like office hours, departmental committee work, and service to the University are understood to be a part of the contractual relationship with reduced-load faculty.

7.3 FACULTY LOAD AND COMPENSATION FOR FULL-TIME BENEFITED FACULTY

Full-time benefited faculty are contracted on a 10-month, 11-month, or 12-month basis. Faculty with teaching responsibilities must satisfy the terms of their contract using assigned courses in the fall and spring semesters. Courses conducted with face-to-face instruction count towards load (e.g., traditional residential, intensives, online synchronous). Course loads are assigned by undergraduate, graduate, and doctoral level. The following table identifies standard instructional load requirements for full-time benefited faculty based on contract length:

Faculty Load		Term of Contract		
		10 Month	11 Month	12 Month
Faculty Rank	Lecturer	30	33	36
	Instructor	30	33	36
	Assistant	30	33	36
	Associate	24	27	30
	Professor	24	27	30

The preceding matrix is typically utilized for issuing contracts, however, unique contracts with varying hours at rank and/or term may be issued, depending on the nature of the assignment.

The [Faculty Load and Compensation for Full-Time Benefited Faculty](#) policy provides detailed information regarding independent study assignments; dissertation, thesis, and project assignments; release time for institutional responsibilities; overload; summer semester; and summer intensive compensation.

7.4   OVERLOADS AND INTENSIVES

Overloads are authorized only through the Provost and Chief Academic Officer. Any request for an overload must be documented by using the appropriate form available from the Deans/Department Chairs. All overloads and intensive teaching assignments must also have the approval of the College/School Dean.

7.5   CRITERIA FOR DETERMINING ANNUAL SALARY INCREASES

Criteria for determining annual salary increases for currently employed faculty as applicable at Liberty University are the following:

1.   **Base Salaries**. Increases in base salaries vary depending upon rank and demand level. Demand level is established by comparing each discipline at the University with demand in the academic marketplace and the job market outside academe for that discipline. As a part of its annual review of the base salary structure, the University utilizes benchmark comparisons with a number of institutions. These colleges and universities are selected on the basis of one or more of the following criteria: local, state, regional, and national salary comparisons, classification, size, mission, and competitiveness with respect to faculty and student recruitment. Salary data are drawn in part from the AAUP Annual Survey of Faculty Salaries and similarly regarded sources of faculty salary data, such as CUPA-HR. The list of benchmark institutions is reviewed annually in an effort to refine the comparisons, with particular attention to those colleges and universities that are members of the Southern Association of Colleges and Schools Commission on Colleges. It is the responsibility of the Provost to make an annual recommendation to the President on salary increases utilizing the data derived from the analysis, detailed above.
2.   **Degree.** Faculty receive salary increases on the basis of earning additional graduate hours or a doctorate.
3.   **Experience**. Faculty receive salary increases annually based on years of experience.
4.   **Outstanding Performance**. Faculty who have received outstanding evaluations from students, Chair, and/or Dean, and are exceptional in the learning environment may be considered for a salary increase.
5.   **Licensure/Certification**. Faculty who have or earn certain types of licensure receive additional compensation.
6.   **Extended Contract**. Faculty who assume eleven- and twelve-month contractual responsibilities receive an appropriate increase on the current year's base salary.

7.6   FACULTY ACADEMIC RANK

Academic rank is based on educational preparation at an institution accredited by an agency recognized by the U.S. Department of Education, professional experience, and other relevant considerations (such as outstanding professional accomplishments and writing texts as set forth in the criteria). Requirements for years in rank are inclusive of the year in which promotion is sought. All other requirements must be completed or in hand at the time of the application deadline. All teaching and professional experience factors are full-time equated. "Teaching experience" refers to the complete instructional responsibility for a course (including design and grading) at an accredited college or university. ([Faculty Academic Rank Policy](#))

Concurrent with Liberty's mission as a teaching institution, demonstration of teaching excellence is the primary consideration for faculty promotion. Teaching excellence is demonstrated through the materials submitted in the promotion application.

Expectations for scholarly activity may vary according to teaching assignment. Graduate faculty must publish scholarly articles in journals with peer review, particularly graduate faculty assigned to doctoral-level courses and mentoring dissertations.

<u>Rank and Promotion for Contracted Limited Benefited and Adjunct Faculty (Residential and Online)</u>

Upon hiring, contracted limited benefited (CLB) and adjunct faculty will be assigned the rank of 'Liberty University Instructor.' The CLB or adjunct faculty member may appeal to their school leadership for approval to use rank (assistant professor, associate professor, professor) earned from a previous institution in their signature line. CLB and adjunct instructors are eligible for promotion in rank and follow the same procedures outlined in *Faculty Handbook* sub-section 7.10: Promotion. No compensation increases or benefits apply to CLB and adjunct rank or promotion.

7.6.1   Instructor

The academic rank of Instructor requires an earned master's degree in the area of the teaching assignment and evidence of highly desirable personal qualities. (At least 18 hours of graduate credit must be in the specific teaching field.) This is the initial rank for faculty in, but not having completed, doctoral programs, and those with master's degrees considered terminal and without teaching experience. In both cases, a faculty member can seek promotion to Assistant Professor as soon as the requirements are met regardless of the duration of time at the rank of Instructor.

7.6.2   Assistant Professor

Promotion to the rank of Assistant Professor is based upon scholarly and professional achievements subsequent to attaining the rank of Instructor at Liberty University. An earned doctoral degree or a terminal master's degree at an accredited institution in an area relevant to the faculty member's area of teaching or a professional certificate (e.g., CPA) is recommended but not required. The faculty member should have at least two (2) years of successful teaching experience at the college or university level or five years of significant work experience in a professional area relevant to the faculty member's teaching assignment. (The earned doctorate will substitute for experience factors at this rank.) Evidence of leadership and service to the University on various committee assignments or service to the community-at-large on behalf of the University will be considered. There must be evidence of highly desirable professional and personal qualities. In cases of hiring decisions, as distinguished from promotion decisions, an earned doctoral degree will substitute for all the requirements except the evidence of professional and personal qualities.

7.6.3   Associate Professor

Promotion to the rank of Associate Professor is based upon scholarly and professional achievements subsequent to attaining the rank of Assistant Professor at Liberty University. An earned doctoral degree from an accredited institution in an area relevant to the faculty member's area of teaching, or a terminal professional master's degree, or evidence of outstanding contributions in the faculty member's professional or academic field (e.g., as recognized by one's peers, nationally) is required. The faculty member must have at least five (5) years of successful teaching experience at the rank of assistant professor, or ten (10) years of significant work experience in a professional area relevant to the faculty member's teaching assignment.

After demonstrated teaching excellence as evidenced by the completion of the Faculty Portfolio Tool, faculty may apply for promotion in the fifth year at the rank of assistant professor. Some evidence of recent scholarly or professional productivity (professional productivity may include significant accomplishments in an area related to the faculty member's teaching field) is required. Books, articles, and creative performances at the preparation stage may be taken into consideration but will not substitute for books or articles or creative performances actually published, presented, or under contract. Evidence of leadership and service to the

University on various committee assignments or to the community-at-large on behalf of the University may be considered. There must be evidence of highly desirable professional and personal qualities and active participation in at least one of the national professional associations in one's field.

7.6.4   Professor

Promotion to the rank of Professor is based upon scholarly and professional achievements subsequent to attaining the rank of Associate Professor at Liberty University. An earned doctoral degree from an accredited institution in an area relevant to the faculty member's area of teaching, or a terminal professional master's degree, or evidence of outstanding contributions in the faculty member's professional or academic field (e.g., as recognized by one's peers, nationally) is required. The faculty member must have at least five (5) years of successful teaching experience at the associate professor rank or fifteen (15) years of significant work experience in a professional area relevant to the faculty member's teaching assignment.

After demonstrated teaching excellence as evidenced by the completion of the Faculty Portfolio cycle, faculty members may apply for promotion in the fifth year at the rank of Associate Professor. There must be demonstrated recent scholarly or professional productivity (professional productivity may include significant accomplishment in a faculty member's teaching field) in significant regional or national forums. This includes but is not limited to the writing of successful textbooks, scholarly monographs, scholarly articles in journals published with peer review, numerous articles in non-refereed professional magazines, numerous articles in high quality magazines aimed at segments of the general public, successful artistic performances (as recognized by other professionals in one's field), books, articles, and creative performances actually published, presented, or under contract. Strong evidence of consistent leadership and service to the University on various committee assignments or service to the community-at-large on behalf of the University may be considered. There must be evidence of highly desirable professional and personal qualities and active participation in at least one of the national professional associations in one's field.

7.7   EMERITUS/EMERITA FACULTY STATUS

The University seeks to honor those who have contributed their lives, knowledge, and ministry to training young champions for Christ and who then retire from Liberty University. Retired faculty members on whom the University has conferred the designation of emeritus or emerita may continue to be active members of the University community, depending on the needs of their school and the faculty member's preferences. More information can be accessed in the [Emeritus/Emerita Status Policy](#).

7.8   GRADUATE STUDENT ASSISTANTS

Responsibilities, compensation, qualifications, and requirements, as well as application instructions regarding Graduate Student Assistants (GSA), Teaching Assistants (TA), Teaching Fellows (TF), and Research Fellows (RF) are published online on the Graduate School [webpage](#).

7.9   FACULTY EVALUATION GUIDELINES

Faculty are essential to fulfill the mission of Liberty University and performance evaluations help measure the extent to which that occurs. Liberty University acknowledges that members of the teaching profession are responsible for updating and validating their faculty qualifications annually ([Faculty Credentialing Policy](#)). Faculty are also responsible for evaluating their performance and for developing and attaining higher standards of professional competence. Periodic evaluation assists individual instructors in reviewing their performance and provides faculty an opportunity for professional growth and development. These teaching faculty evaluations involve student evaluations of the course and instructor. Moreover, teaching faculty evaluations provide

supervisors with a basis for performance appraisal, promotion decisions, and budget processes (Faculty Evaluation Policy).

All faculty members must complete a Faculty Portfolio every year through certifying an updated Curriculum Vitae (CV) and completing a teaching faculty evaluation (Faculty Portfolio Policy)**.** The CV and teaching faculty evaluations are documented through the Faculty Portfolio Tool (FPT), maintained by the individual faculty member, with input from the College/School administration. The FPT guides faculty through a specific format for all CVs and allows for quantitative and qualitative responses for all evaluations. Colleges/Schools are required to provide specific requirements for the qualitative responses.

7.9.1   Student End of Course Evaluations

Student End of Course Evaluations are available electronically in all sections of all courses and during the final weeks of regular classes. Course evaluations provide anonymous feedback from students. The *Student Course Evaluation* survey (see **Appendix F**) is the instrument used. Students receive automatic notifications in Canvas to complete the evaluation until the conclusion of the course. The course evaluations, however, will not be available to the Deans, Chairs, and faculty members until final grades for courses have been submitted.

7.9.2   Criteria for Evaluation of Teaching Faculty

In an ongoing effort to increase faculty instructional quality and academic excellence, each teaching faculty member will complete a self-evaluation annually in response to the following criteria.

Evaluative Rating Questions
Prompt or Question for Qualitative Response

Standards of Instruction: General

Considering the Standards of Instruction and after reviewing the End of Course Surveys, how did your performance align with university and student expectations?

Provide a summary of your identified strengths and weaknesses. Consider the End-of-Course survey responses regarding various methods of communication, supportive and encouraging communication, and overall positive experience responses. In addition, review the student feedback on your areas of strengths and recommended improvements.

Standards of Instruction: Feedback on Assignments

How did your efforts to provide timely, substantive feedback on all applicable assignments in the LMS align with expectations?

Using the Guide to Grading in the Standards of Instruction as a reference (located here), please describe your approach to providing substantive feedback appropriate to the assignment.

Standards of Instruction: Student Engagement and Interaction

How did your efforts to engage students and interact in all course discussions to enhance student learning align with expectations?

Review the Discussion in the Standards of Instruction (located here). Please describe how you engage and interact with students, add value to residential and/or online course discussions and attempt to make the course material understandable and interesting.

Standards of Instruction: Accessibility and Student Communication

How did your efforts to be regularly accessible to students and respond to student communications align with expectations?

Please explain strengths as well as areas of improvement.

Standards of Instruction: Student Success

How did your efforts to promote student success align with the University's Philosophy of Education?

Using Liberty University's Philosophy of Education as a reference (located here), please describe your efforts that contributed to student success.

Institutional Service: General

How did your efforts to complete university and college/school professional development, trainings, check-ins, and tasks align with expectations?

Describe how you incorporated these professional developments, trainings, check-ins, and tasks into your instruction and interactions.

Institutional Service: Professional Growth

How did your efforts to expand the depth and breadth of your discipline knowledge, scholarship, and research align with expectations?

How did your ongoing professional growth influence your teaching and interaction with students?

Institutional Service: Biblical Worldview

How did your efforts to foster a Christian worldview in your course align with the University's Statement of Mission and Purpose?

In what ways were you able to model the Christian faith and incorporate elements of a Christian worldview into your instruction?

7.9.3   Evaluation Timeline and Process

Faculty evaluations are conducted annually and utilize the Faculty Portfolio Tool for documentation and review. Faculty self-evaluation is ongoing, and must be documented at least once every year, focusing on effectiveness in relation to the Standards of Instruction. The faculty member has appropriate access to the Faculty Portfolio Tool and the same confidentiality provisions govern these records as do all personnel files.

The evaluation forms or portfolios are submitted to the appropriate administrative levels, such as Chairs, Instructional Mentors, Associate Deans or Deans, who may conduct interviews in conjunction with their review. These evaluations include positive feedback as well as feedback aimed at identifying areas for further

development and steps for remediation, if necessary. The Office of the Provost may elect to review a sample of the portfolios submitted each year to ensure consistency and quality across departments and disciplines. The timeline for annual completion of the Faculty Portfolio and submission of faculty promotions will be determined by the Office of the Provost. Deadlines will be communicated to faculty through their College/School Dean each academic year.

Residential Faculty

Residential faculty submit a self-evaluation annually addressing their overall performance. The self-evaluation is then reviewed by the Department Chair, followed by the Associate Dean who provides summative feedback. For evaluations where a faculty member receives ratings of "meets or exceeds expectations" by the Department Chair, there is no further evaluation by the Dean.

In instances where a residential faculty member's performance receives at least one rating of "below expectations" or "does not meet expectations" by the Department Chair, the process moves forward for the Dean to provide a summative comment.

The process overview is as follows:
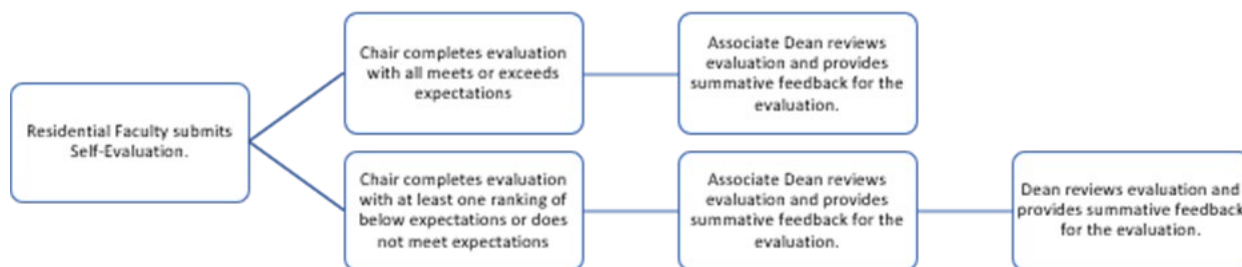
Online Faculty

For online faculty who meet or exceed expectations, the evaluation process starts with a direct evaluation by Instructional Mentors (IMs). This is followed by a summative evaluation conducted by the Chair and, if preferred, can also be reviewed by the Associate Dean or Dean to reinforce the positive aspects of the faculty member's performance and suggest areas for continued growth.

Should the performance of an online faculty member fall below expectations or fail to meet them, the process begins with a direct evaluation by Instructional Mentors. This evaluation then moves to a summative evaluation conducted by the Chair, which can also be reviewed by the Associate Dean or Dean if necessary. The final stage involves a detailed summative evaluation by the Associate Dean or Dean, focusing on identifying specific areas needing improvement and planning the steps for professional development and recovery.

These structured processes ensure that both residential and online faculty receive thorough evaluations that not only assess their current performance but also provide clear pathways for future development and success in their respective environments.

7.10 PROMOTION

Faculty promotion from one academic rank to another is not automatic and is subject to evaluation based on good standing, teaching, scholarship, service criteria, testimony, and demonstrated alignment with the institutional mission, vision, and philosophy of education and submission through the Faculty Portfolio for Promotion. Faculty may not skip academic rank but must proceed in order of academic rank: Instructor,

Assistant, Associate, Professor. There is no maximum limit on the number of years a faculty member may serve in a particular rank. Promotion is, however, contingent upon meeting the institution's established criteria and standards (Faculty Promotion Policy).

7.10.1 Promotion Committee Composition

Each College/School Promotion Committee will consist of three members. The Dean will nominate and present to the Office of the Provost for approval of three full-time faculty members from the College/School, including committee members who are at the rank of associate professor or professor, have been employed at the institution for a minimum of one year, and are in good standing, to serve on the committee. Upon Office of the Provost approval, the Dean will select one of the nominated committee members to serve as Promotion Committee Chairperson. Faculty members seeking promotion cannot serve on the Promotion Committee.

7.10.2 Promotion Criteria and Faculty Support Materials

Promotion criteria will include good standing status at the College/School and Institutional level, teaching, scholarship, service criteria, testimony, and demonstrated alignment with the institutional mission, vision, and philosophy of education. The University's general promotion criteria is detailed in the *Faculty Handbook* and in the Faculty Portfolio for Promotion, which is where promotion materials will be submitted for review. Faculty members are responsible for gathering and preparing their promotion support materials. The link to the Faculty Portfolio for Promotion Tool will be made available each academic year in a timely manner.

7.10.3 Promotion Committee Review

During Committee review and discussion, the Promotion Committee Chairperson should keep notes, provide written rationale for each decision, whether recommending for or against promotion, and record and provide written reasons for unanimous or non-unanimous decisions, with final decisions made by majority vote. The Chairperson should submit a formal Committee recommendation to advance or deny the promotion application in the Faculty Portfolio for Promotion Tool within the designated timeframe. These materials will then be made available for Dean review.

7.10.4 Dean's Review

Upon receiving the Promotion Committee's materials, the Dean will generally assess the candidate's Faculty Portfolio for Promotion Tool information, Promotion Committee input, and other relevant factors (i.e., good standing, service, testimony, etc.). The Dean will enter decisions in the Faculty Portfolio for Promotion Tool within the designated timeframe, which serves as a promotion recommendation to the Office of the Provost for each candidate. These materials will then be made available for the Office of the Provost review and decisions.

7.10.5 Initial Review of Promotion Packet for the Office of the Provost

The Office of the Provost collaborates with Human Resources to confirm faculty promotion eligibility and good standing after submission of faculty's promotion packet and recommendations from the Promotion Committee and Dean.

7.10.6 Office of the Provost Decision

The Office of the Provost generally review the candidate's information, considering input from Human Resources, College/School Dean, and Promotion Committee, and will make the final decision regarding each promotion request. The Office of the Provost decision is final. Congratulatory letters are mailed from the Provost and Chief Academic Officer.

7.10.7 Timeline

The timelines for academic rank and performance evaluations will be determined annually by the Office of the Provost. These dates are subject to annual adjustments based on institutional needs and other considerations. Faculty should refer to communications from the Office of the Provost for any updates or changes to timelines each academic year.

7.11 EVALUATION OF ACADEMIC ADMINISTRATORS

Liberty's academic administrators, Provost, Vice Provosts, and Deans, complete the Performance Evaluation Forms published by the Office of Human Resources annually. The completed evaluations should be submitted in Workday. (Evaluation of Academic Administrators)

7.12 NON-RENEWAL/TERMINATION OF CONTRACTS/LETTERS OF AGREEMENT

All faculty Contracts and Letters of Agreement at Liberty University are issued annually. The issuance of these annual documents, however, does not create any expectation of continued employment beyond the effective dates of either. All notices of non-renewal or termination shall be communicated by the Provost and Chief Academic Officer.

The Institution shall retain the right to terminate the employment relationship with any faculty member at any time. If the termination is without cause, the Institution must continue to provide the remaining compensation due to the faculty member per the faculty member's contract. If the termination is with cause no remaining compensation will be paid. In addition, notwithstanding any other provision hereof or any provision of the *Liberty University Faculty Handbook*, the faculty member and the Institution agree that the Institution is not obligated to offer the faculty member employment for any period subsequent to the duration of this agreement or to notify the faculty member of a non-renewal decision by any specific date. In particular, although the Institution shall endeavor to notify each faculty member of a non-renewal decision as soon as practicable, the Institution shall not incur any liability due to any failure to notify any faculty member of a decision not to offer a renewal of this Agreement by any particular date.

7.13 TERMINATION/NON-RENEWAL APPEAL

Any faculty member may appeal a termination/non-renewal of his/her Letter of Agreement or Contract by written request to the Provost and Chief Academic Officer. In the case of non-renewals, the faculty member may appeal by written request to the Provost and Chief Academic Officer provided the appeal contains evidence that the non-renewal may have involved conduct protected by the University's Statement of Academic Freedom. The request to appeal must be sent to the Provost and Chief Academic Officer within seven calendar days of the receipt of notice of termination or non-renewal. The Provost and Chief Academic Officer shall refer all nonrenewal appeals to the Faculty Review Committee; the Faculty Review Committee is the exclusive remedy for those who have been non-renewed. In either instance, however, failure to appeal in the allotted timeframe shall be considered acceptance of the notification from the Provost and Chief Academic Officer.

7.14 GRIEVANCE PROCEDURE

Liberty University believes that it is in the best interest of the Institution and a faculty member, whether full-time or part-time, to resolve grievances as quickly as possible. These procedures are intended to assure fair consideration for the grievance and a means of review and appeal to higher levels of authority that is fair, objective, and without prejudice. Grievances subject to this review procedure shall be limited to those problems which directly affect a faculty member's performance of his/her assigned teaching obligations (Faculty Grievance Policy).

The levels of review are Departmental Chair, first level; College/School Dean, second level; Provost and Chief Academic Officer, third level. A decision at levels one or two may be accepted or appealed by the faculty member. However, a decision by the Provost and Chief Academic Officer shall be final. Any appeal not submitted within the required timeframe may be denied (and considered an acceptance of the decision) automatically and without any further review or opportunity to appeal required.

The grievance procedure involves an informal and a formal aspect. The faculty member should first attempt to address the grievance informally by discussing it at the lowest appropriate level. This would be the Department Chair. Such informal discussion must begin within seven (7) days of the faculty member's knowledge or awareness of the issue, which is the basis for the grievance. The Department Chair must give the faculty member a fair opportunity to discuss the grievance and attempt to achieve a mutually satisfactory resolution. The Department Chair will seek to notify the faculty member of a decision within five (5) calendar days. If the matter is not addressed to the faculty member's satisfaction by the Department Chair, the formal grievance procedure may proceed.

The formal grievance must be sent by the faculty member in writing, which includes email, to the faculty member's Dean. Submission of a formal grievance must occur not later than five (5) calendar days following the Department Chair's decision at the informal level. The Dean must give the faculty member a fair opportunity to discuss the grievance and attempt to achieve a mutually satisfactory resolution. The Dean will seek to send written notice of a decision to the faculty member within ten (10) calendar days. If satisfaction is not achieved at this level, the grievance should then be presented to the Provost and Chief Academic Officer.

If the grievance is still not resolved following formal appeal to the Dean, the grievance may be appealed in writing to the Provost and Chief Academic Officer. Submission of a formal grievance must occur not later than five (5) calendar days following the Dean's decision. The Provost and Chief Academic Officer must give the faculty member a fair opportunity to discuss the grievance and attempt to achieve a mutually satisfactory resolution. The Dean will seek to send written notice of a decision to the faculty member within fourteen (14) calendar days. The decision of the Provost and Chief Academic Officer shall be final.

For grievances related to academic freedom, see sub-section 3.4.4: Procedures for Filing a Grievance Involving Academic Freedom.

7.15 INSTITUTIONAL PROTOCOL

Faculty and staff should always follow institutional protocol. Only the Provost and Chief Academic Officer will take matters of business to the President and the Board of Trustees, in both official and unofficial contacts. Faculty may appeal any decision to each appropriate person in the line of responsibility above them.

7.16 FACULTY PERSONNEL FILES

7.16.1 File Maintenance

Liberty University maintains a personnel file on each faculty member. The personnel file may include such information as the faculty member's job application, curriculum vita/résumé, official transcripts, salary increases, and other employment. It is the faculty member's responsibility to notify the Human Resources Office of any changes in address, name, or other employment information pertinent to this file. All changes should be reported immediately to avoid any mistakes. Any mistakes in payroll, benefits, etc., arising from information changes not reported properly and in a timely manner to the Human Resources Office are the sole responsibility of the faculty member and not the Human Resources Office.

7.16.2 Accessing Personnel Files

Personnel files are the property of Liberty University and access to the information contained therein is STRICTLY CONFIDENTIAL and RESTRICTED. Typically, only Deans and management personnel of Liberty University who have a legitimate reason to review information in a file are allowed to do so.

7.17 RESIDENTIAL FACULTY ABSENCE AND CANCELLATION OF CLASSES

Faculty are to be in residence during the academic calendar for student orientation and registration, classes, examinations, and graduation, and should be available, therefore, to students and colleagues during this period. The beginning weeks and final weeks of each semester, as well as the periods of preregistration, are especially critical times when student advising necessitates the availability of faculty ([Faculty Absence and Class Cancellation](#)).

Faculty are expected to meet their classes as scheduled. In case of an anticipated absence, the instructor must propose a plan of classes to be approved by the Department Chair and Dean by completing a *[Request to Be Absent Form](#)* in advance. In case of an unanticipated absence, the Dean should be notified so that proper arrangements can be made for classes. A faculty member should not appoint a substitute for classes without the approval, in each case, of the Dean. A decision to cancel a faculty member's classes must be approved by the Dean. Cancellation of classes due to weather is solely the decision of the President. Faculty members should never contact campus or other media outlets to cancel classes.

Evening classes normally meet once or twice per week for longer class periods. When an evening class is cancelled, the College/School Dean and the faculty member arrange with the University Registrar a time for the class to be rescheduled. Students are to be notified regarding the make-up procedure by the faculty member involved. The University Registrar may assist. A written plan for make-up is filed with the Office of the University Registrar, and with the College/School Dean and faculty member. Make-up sessions must equal normal class time.

7.18 OUTSIDE EMPLOYMENT

Full-time and part-time faculty are expected to devote their major energies to their contracted responsibilities. However, it is recognized that various forms of outside activity contribute to the professional development of the individual and reflect credit upon the Institution. Among these are serving in local churches, the writing of articles and books, delivery of speeches and professional papers, service in local, state, or national organizations or on committees, engaging in individual research, and serving as a consultant to private business or governmental agencies.

Whether such activities are performed gratis, or the person receives remuneration, there must be no detraction from the individual's primary responsibility of direct service to the Institution. Each faculty member is obligated by professional ethics to keep the various activities in reasonable balance and to make a careful determination of priorities. Administrative officers are responsible for helping those under their supervision to see their commitments in the light of the broad interest of the Institution.

Before engaging in outside employment during normal duty hours, regardless of frequency, duration, or remuneration, such requests must be submitted on the *[Notification of Outside Employment Form](#)*. That individual is responsible for securing all required signatures. However, this request for outside employment need not be processed for a part-time faculty member as long as that person's outside responsibilities have not changed significantly since being employed as a part-time faculty member or do not interfere with the part-time faculty member's responsibilities. The nature of outside employment shall be such as to make a definite contribution to the professional growth of the individual and to reflect a desirable image of the Institution. No faculty or staff members shall undertake an activity for which they are professionally unqualified ([Faculty Outside Employment](#)).

Any interference with the performance of institutional duties during normal duty hours may be cause for disapproval. Activity of an extracurricular nature during non-duty hours shall become subject to institutional disapproval if performance of normal duties is disrupted or if the faculty member's or Institution's reputation is in any way compromised.

If the use of institutional equipment, facilities, or supplies is required, definite prior arrangements must be made with the Provost and Chief Academic Officer, listing provisions for reimbursement when appropriate. In no case may such use be permitted to interfere with normal institutional functions.

Faculty members may be covered by the Institution's insurance, worker's compensation, and disability coverage when they are performing services consistent with contractual responsibilities. Only those individuals designated by the Provost and Chief Academic Officer shall be contracting agents for services to be rendered by the Institution or by other faculty members.

Any remuneration received by a faculty member, when called as a speaker, or pulpit supply, or for other approved outside employment, may be retained in full by the faculty member except when such speaking engagements are filled at the request of the administration and the faculty member is representing the Institution. Travel and lodging expenses incurred under this exception will be paid by the Institution.

7.19 FACULTY PUBLICATIONS

It is generally accepted in education that publications exhibiting a high level of scholarship and accepted by peers in the field of publication may bring favorable recognition to the Institution as well as the faculty member-author. In furtherance of such publications that bring favorable recognition to Liberty University and the faculty member-author, the interest of a faculty member in publication must be considered with the interest of Liberty University in maintaining its integrity as a higher education institution with the distinctive religious outlook. The University hopes that these two interests are not viewed as competitive but rather as two different perspectives of a viable function of any institution of higher learning, namely faculty research and publication.

7.19.1 Definition

Publication is understood to mean the communication of information by a faculty member through any medium to any person or persons when such a communication is accomplished during the fulfillment of a faculty member's institutional responsibilities, such as classroom teaching, or when any communication is accomplished which identifies the faculty member verbally or in writing as a member of the faculty of Liberty University.

7.19.2 Contractual Publication Responsibility by Faculty toward the University

It is expected that faculty members of Liberty University will strive in all publications to demonstrate the highest level of scholarship. At the same time, they are to be aware that any publication may invariably be interpreted by some or all those recipients of the publication as representative of the distinctiveness of Liberty University. In any event, faculty members should always in any publication be accurate, should exercise appropriate professional discretion, should show respect for the opinions of others, and should make every effort to indicate that the views expressed in the publications are solely those of the faculty member and not the Institution.

7.19.3 Publication Responsibility by the University toward a Faculty Membe*r*

No attempt by the Provost and Chief Academic Officer must necessarily be made to review a publication for possible defamation or copyright infringement. It is understood by a faculty member that lawsuits for defamation, copyright infringement, or other legal actions resulting from publication are solely the responsibility of the faculty member. Liberty University may assume responsibility for defamation or copyright infringement

lawsuits only in those situations where the University has a copyright claim upon the publication as defined and explained in this *Handbook* or otherwise expressly sponsors the publication.

7.19.4 University Rights to Faculty Members' Publications

As both a producer and consumer of protected works, Liberty University is committed to creating an educational environment that promotes excellence in the teaching, research, and publication efforts of University faculty, staff, and students, while also respecting the intellectual property rights of others. The University's rights to joint or sole copyright ownership of faculty members' publication are governed by the University's Copyright Policy, which details the responsibility of faculty to disclose copyrightable publications, and the recognition by the University that copyrights of Individual Works belong to faculty creators. The Copyright Policy also defines the scope of Institutional Works, Shop Rights, and Waiver of University Rights it otherwise might have in the publications of a faculty member. Refer to the Copyright Policy published in the University Policy Directory for further details.

7.19.5 General Policies for Institutional Publications

These policies apply to all institutional publications. External institutional publications refer to all brochures and promotional materials representing the University or specific Colleges/Schools, and departments within the University; all standardized letters reproduced for mass mailings; all catalogs and handbooks; all news or press releases; any other materials used to describe institutional regulations, policies, or requirements.

Any faculty member may submit publications to the Department Chair. All publications must be categorized within the institutional budget through the submission of a requisition. Exceptions may only be approved by the Provost and Chief Academic Officer. If approved by the Department Chair and Dean and verified by the Budget Office, requests may be sent to the Marketing Department for appropriate action and coordination.

Publications should be reviewed carefully for errors at the departmental level before submitting final copies to the Marketing Department for a final proofreading. Publications should be completed according to a pre-arranged schedule of target dates, which will be determined by the requestor and the Marketing Department. Some publications, depending upon their complexity, may require a series of target dates, as several are assembled in phases. These target dates should be determined in the same fashion and submitted to the Marketing Department.

7.19.6 Use of Employee Authored Materials in Classes

The faculty member may use employee-authored materials in classes or develop and publish textbooks or other course materials following the below procedures:

1. For employee authored materials producing royalties (to include new materials, edition changes, or substantive content updates) to be used as course materials, a request to use the materials must be made to the faculty members' Dean, using the Employee Authored Materials Request form. The Dean will determine acceptable use of employee authored materials. As needed, a Publications Committee, appointed by the Office of the Provost and comprised of the Vice Provost, Executive Director of the Center for Academic Development, College/School Dean, two College/School faculty, and Dean or Associate Dean of The Graduate School (for graduate courses only), will review the approved requested materials and make a recommendation to the Provost and Chief Academic Officer concerning whether the employee authored material(s) with royalties are justified. The decision of the Provost and Chief Academic Officer following review of the Publication Committee's recommendation is final.

This process must be completed prior to submitting course material requests through Liberty University Bookstore via the Adoption Insights Portal (AIP) for residential courses and the Center for Academic Development via an electronic Course Materials (ECM) form for online courses.

2. Employee authored materials not producing royalties may be used as course materials (e.g., textbook, articles, study guides, practice exam questions, websites, apps, videos, physical materials, etc.). If physical distribution of an employee authored material (e.g, textbook) not producing royalties is needed, an order must be submitted to the Liberty University Bookstore via the Adoption Insights Portal (AIP) for residential courses and the Center for Academic Development via an electronic Course Materials (ECM) form for online courses following the same deadlines and processes as other course materials orders.

3. It is the responsibility of the Liberty University Bookstore to ensure that all course required materials are ready for distribution and in stock for all courses. All course related materials must be sent along with the textbook adoption by the required deadlines.

4. The University will not be responsible for copyright violations, plagiarism, or substandard publications of materials. The Liberty University Bookstore will accept copyright liability for all materials using their established vendors.

5. Nothing in the foregoing policy and procedure is to be construed as limiting the right of the faculty member to seek and secure publication of these types of materials by recognized publishing houses which assign an ISBN number to the manuscript.

6. All course related textbooks, course specific technology, and access codes must be submitted through the Liberty University Bookstore via the Adoption Insights Portal (AIP) for residential courses and the Center for Academic Development via an electronic Course Materials (ECM) form for online courses. Materials are not permitted to be sold in the classroom by the faculty member or vendor. The faculty member is not to sell these or any other course materials directly to students or recommend an alternative source for course materials or direct them to other vendors for these materials.

7.20 UNIVERSITY RIGHTS TO FACULTY INVENTIONS

Liberty University is committed to creating an academic environment that encourages excellence in teaching, scholarship, and research. The University recognizes the importance of discovering new knowledge and disseminating that knowledge for the public good. This Patent Policy was adopted to promote academic freedom and create incentives for engaging in research, while ensuring that the rights of all parties involved in University research are clearly and equitably established.

All faculty whose discoveries and inventions might be subject to this Policy have a duty to promptly disclose to the Deans or Vice Provosts of their departments their discoveries and inventions, regardless of whether they are individual works or institutional works by completing an *Invention Disclosure Form*. Please refer to the Patent Policy in the University Policy Directory for additional information on discoveries and inventions.

7.21 ADDITIONAL EDUCATION

While the terminal degree in most fields is the minimum qualification for a faculty appointment, Liberty University may, under certain conditions, employ persons who have not yet completed that degree. Others already holding terminal degrees may, as a result of career goal changes or the need for further professional development, seek an additional degree. The University encourages and seeks to assist such development. However, the financial and contractual responsibility for completing degree programs always lies with the faculty member.

Faculty members may register for courses scheduled apart from their regular class hours, Monday-Friday, and anytime on Saturdays, provided such a schedule does not conflict with the overall responsibilities of their position; this includes travel time.

Faculty members under a twelve-month contract will not be permitted to be absent from their responsibilities during the summer schedule unless written approval is given by the Provost and Chief Academic Officer, prior to registration to be absent during the first or second semester of any academic year and the time normally allotted during the semester would be applicable to the summer period.

7.21.1 Faculty Continuing Education Fund

The Continuing Education Fund (CEF) is established to assist full-time faculty in completing terminal degrees at accredited colleges or universities. CEF monies may also be used for certain courses or programs which are deemed necessary by the Provost and Chief Academic Officer to meet various professional certifications which qualify a particular faculty member to teach in their field and are necessary for the benefit of the University. Availability of money for CEF may vary from year to year, and therefore, there is no commitment by the University to continue funding coursework whether or not in pursuance of a degree simply because funding has been provided in the past. The financial responsibility for completing a terminal degree lies with the individual faculty member. Where dollar amounts are used in this CEF policy, they are not to be interpreted as entitlements. No CEF monies can be disbursed unless the Provost and Chief Academic Officer and the Executive Vice President for Human Resources have approved the disbursement. CEF monies are paid only on a reimbursement basis. CEF applies to tuition, books, fees, room, meals, out-of-the-city travel expenses, and University services such as typing and copying costs. No coursework reimbursement, whether or not in pursuance of a degree, will be available to faculty members unless the coursework has been approved in advance by the faculty member's Dean and a final passing grade is provided. Continuing enrollment fees are eligible for reimbursement only with documentation that significant progress toward degree completion has occurred within the specified time period. Where used in this policy, "terminal degree" shall refer to a doctoral degree, or a "terminal" master's degree (e.g., M.F.A.), recognized or accepted by SACSCOC for teaching purposes, whether or not the degree is in the faculty member's teaching field.

7.21.1.1 *Faculty without a Terminal Degree*

1. The maximum of CEF monies will be $7,500.
2. No more than $2,500 will be reimbursed per University academic year, July 1-June 30.
3. Availability of CEF monies will be limited to five consecutive years beginning from the initial date of employment. The five-year consecutive limit applies whether or not CEF monies are available, the faculty member continues to enroll for coursework, or the faculty member changes programs or institutions.
4. Up to two one-year extensions may be granted by the Provost and Chief Academic Officer upon sufficient justification, but only if reasonable progress has been continuous during the regular five-year term. Time extensions do not remove the total funding limits set in (1) and (2).
5. An annual progress report must be submitted with the regular evaluation to the Dean documenting that the stipulated progress for that year has been achieved or justifying any changes. That report is forwarded to the Provost and Chief Academic Officer for review and analysis.
6. The University may assist in the completion of the degree only if the Dean and the Provost and Chief Academic Officer so agree upon issuing the initial contract. All terms for completion of the degree must be settled at that point and become part of the contract. If these terms are not satisfied by the faculty member, the University has no obligation to continue employment. Each continuing contract will include those terms until all have been satisfied.
7. The University will not financially support the pursuit of additional terminal and graduate degrees beyond the initial terminal degree required for the position.
8. Points (4), (5), and (6) apply only to faculty hired after January 1, 1991.

7.21.1.2   Faculty with a Terminal Degree

1.   The maximum amount of CEF monies will be $3,000.
2.   No more than $750 will be reimbursed per University academic year, July 1-June 30.
3.   Availability of CEF monies will be limited to four consecutive years beginning from the first class day of the academic term for which CEF reimbursement occurred. The four-year consecutive limit applies whether or not CEF monies are available, or the faculty member continues to enroll for coursework or the faculty member changes programs or institutions.

7.21.1.3   Procedure for Course Approval and Expense Reimbursement

1.   Completion of Approval to Take Graduate Courses Form one semester in advance.
2.   Completion of Graduate Course Reimbursement Form with a requisition form signed by the College/School Dean (or administrative Vice President for non-faculty) to which are attached receipts, transcripts, and/or grades. Reimbursement for graduate courses will be processed through Human Resources.

7.21.1.4   Employment Commitment

Any faculty member who is reimbursed CEF monies during any University academic year is required to complete one academic year's service beyond the year for which reimbursement is made, at the discretion of the University.

This obligation begins with the first contract year after the degree is completed or study is discontinued and in which no reimbursements are made and continues for a maximum of three years. The University reserves the right to seek reimbursement of CEF monies, including the garnishing of pay, from any faculty member who fails to meet this obligation.

7.21.1.5   Liberty University Course Attendance

Faculty may take courses at Liberty, including Liberty University Online, for credit or audit, or sit in on such course, without tuition or general fee charges, as outlined by the Human Resources eligible employee Educational Benefits policy, provided that:
1.   The faculty member is responsible for any special fees or assessments for individual instruction, lab fees, books, etc.
2.   The faculty member makes no claim for reimbursement for expenses in the course(s);
3.   The faculty member(s) teaching the course(s) consent(s) to having another faculty member sit in on the course(s);
4.   The faculty member will not displace a student taking the course(s);
5.   The faculty member remains able to meet all regular institutional responsibilities.

Appendix A

Constitution of the Faculty Senate

Constitution of the Faculty Senate

Article I Name

The name of this organization shall be the Faculty Senate of Liberty University.

Article II Purpose

As a deliberative body comprising members representing the various units of the faculty, which together constitute the General Faculty of Liberty University, the Faculty Senate shall, in a spirit of prayerful consideration, conduct the general business of the faculty. The Senate shall be authorized by the General Faculty to advise and make recommendations to the Provost and Chief Academic Officer of Liberty University concerning the initiation, modification, and discontinuation of programs, and on educational policy and procedures, and other issues affecting the general welfare of the University.

Article III Units of the Faculty

The units of the faculty include representatives from the following entities:

1. College of Applied Studies & Academic Success
2. College of Arts & Sciences
3. College of Osteopathic Medicine
4. School of Aeronautics
5. School of Behavioral Sciences
6. School of Business
7. School of Communication & the Arts
8. John W. Rawlings School of Divinity
9. School of Education
10. School of Engineering
11. Helms School of Government
12. School of Health Sciences
13. School of Law
14. School of Music
15. School of Nursing
16. Jerry Falwell Library

Article IV Units of Representation

The Deans of each College or School will appoint two senators to the Faculty Senate. Ex-officio members shall be the President, the Chancellor, the Provost and Chief Academic Officer, Vice Provosts, the University Registrar, Enrollment Management representative, the Deans and University officers at or above the rank of Dean.

Article V Eligibility for Faculty Senator

Representatives to the Faculty Senate shall be appointed by their respective Dean from among those full-time residential and online contracted faculty who, according to their contracts, hold the faculty rank of instructor, assistant professor, associate professor, or professor, and librarians who hold the rank of affiliate librarian, assistant librarian, associate librarian, or librarian, who have held appointment of the Faculty for a period of at least one academic year prior to the commencement of their appointment on the Faculty Senate. (Note: Deans

are encouraged to appoint individuals whose experience compliments the full scope of academic programs [Undergraduate, Graduate, and Doctoral] considered by the Faculty Senate, when possible).

Deans may also retract the appointment of a Senator or committee member and will provide an eligible candidate for replacement coinciding with the retraction.

Article VI Term of Office for Faculty Senator

Representatives to the Faculty Senate are appointed by their respective Dean, to a term of office consisting of a minimum of three academic years and a maximum of five years of service as a Faculty Senator. At the request of the Dean of a College or School, the term for a representative may be extended beyond the three-year minimum. The terms of office for Senate members shall commence at the beginning of the fall semester following their appointment and shall expire at the end of their third year unless extended at the request of the Dean and with approval of the Executive Committee.

Article VII Mode of Appointment for Faculty Senator

In March of each year, the Chair of the Faculty Senate will notify all Deans with representatives whose terms are expiring. The Deans will provide the names of new appointees or request extension of the current faculty representative to the Senate Executive Committee.

Article VIII Officers of the Faculty Senate

A. **Officers.** The officers of the Faculty Senate shall be the Provost and Chief Academic Officer, the Chair, Vice- Chair, the Secretary, the Parliamentarian, and the Chaplain.

B. **Provost and Chief Academic Officer.** The Provost and Chief Academic Officer of Liberty University shall have power to call and to preside at meetings of the Faculty Senate and of the Senate Executive Committee, however, they will serve in a non-voting capacity.

C. **Past-Chair - Recommend including Past-Chair as an official officer.** The Past Chair serves as a member of the Executive Committee and attends the Executive Committee meetings to maintain continuity and continued communication within the Executive Committee.

D. **Chair.** The Chair of the Faculty Senate shall preside over meetings of the Faculty Senate and the Executive Committee. The Chair shall have authority to call meetings of the Senate. The Chair will serve a two-year term in position.

E. **Vice-Chair.** The Vice-Chair of the Faculty Senate shall assume the responsibilities of the Chair in the absence of the Chair. The Vice-Chair will serve a two-year term in position.

F. **Secretary.** The Secretary of the Faculty Senate shall: (1) prepare and post agendas and minutes of Senate meetings to all members of the General Faculty and to all members ex officio of the Senate; (2) prepare and distribute the agenda and minutes of Executive Committee meetings to all members of the Executive Committee; (3) prepare and post notices and minutes of General Faculty meetings which relate to Faculty Senate business to all members of the General Faculty; and (4) shall provide minutes of each of these meetings to the University Archivist. Either the agenda or the minutes (or both) will have a list of all senators identified with the unit they are representing. The Secretary shall serve a two-year, renewable term of office.

G. **Chaplain.** It shall be the responsibility of the Senate Chaplain to pray for the members, the business, and the proceedings of the Faculty Senate, and to lead the representatives of the Faculty Senate in a time of serious prayer at the commencement of every meeting of the Faculty Senate.

H. Parliamentarian. The Parliamentarian shall be appointed by the Chair of the Faculty Senate with approval of the Executive Committee and serve at the discretion of the Chair. The Parliamentarian shall be a member of the full-time faculty of Liberty University. The Parliamentarian shall ensure that the proceedings of the Faculty Senate are conducted according to the most current edition of Robert's Rules of Order, with the exception that there shall be no secret ballot unless specified by this consultation.

I. Administrative & Curriculum Committee Chairs. The Chairs of the Undergraduate and Graduate Administrative & Curriculum Committees (UACC/GACC) assign tasks to the members of their committees for each proposal to be presented to the Faculty Senate. The Chairs work with College or School representatives to communicate any questions or concerns to the department sponsoring a proposal. The UACC/GACC Chairs will serve a minimum three-year term in the position. The Provost and Chief Academic Officer approves the appointment of the administrative and curriculum committee chairs.

Article IX Mode of Appointment for Chair, Vice-Chair, Secretary, Chaplain

At the beginning of March each year, the Executive Committee will review the term expiration dates of the Senate Chair, Vice-Chair, Secretary, and Chaplain. In the event any of these position term limits expire in the current academic year, the Secretary will announce the position openings to the Chair of the Faculty Senate for nominations. The nominations will be voted on by the Faculty Senate and the appointments confirmed by the current Senate Executive Committee. Administrative notification will be provided to the Provost and Chief Academic Officer. The appointment process for these positions should be concluded by March 31st of each year in which a vacancy will occur.

Article X Ex-Officio Members of the Faculty Senate

A. Members. The following individuals shall have the status of ex-officio Members of the Senate of Liberty University: the President, the Chancellor, the Provost and Chief Academic Officer, the University Registrar, Enrollment Management representative, and Deans of the following units:

1. College of Applied Studies & Academic Success
2. College of Arts & Sciences
3. College of Osteopathic Medicine
4. School of Aeronautics
5. School of Behavioral Sciences
6. School of Business
7. School of Communication & the Arts
8. John W. Rawlings School of Divinity
9. School of Education
10. School of Engineering
11. Helms School of Government
12. School of Health Sciences
13. School of Law
14. School of Music
15. School of Nursing
16. Jerry Falwell Library

B. Voting. Ex-officio members do not have voting rights unless otherwise granted by the Executive Committee. Only Faculty Senators and Senate committee members ratified by the Senate are voting members in their respective forums unless special voting rights are specifically granted by the Executive Committee.

C. **New Positions.** The designation as an ex-officio member of the Senate of any individual holding a newly created administrative position and faculty rank shall be subject to approval by the Senate. In any event, the voting ex-officio membership of the Senate shall never exceed one-fourth of the total voting membership of the Senate.

Article XI Meetings and Procedures

A. **Meeting Schedule.** Although the majority of the Faculty Senate business is conducted through in-person meetings, virtual meetings may occur at any time during the academic year. The Provost and Chief Academic Officer, the Chair of the Faculty Senate, or two-thirds of sitting Faculty Senators, may call special meetings. For meetings that are conducted virtually, originators of proposals are encouraged to attend in-person. When in-person meetings are scheduled, every effort must be made to ensure opportunity for virtual attendance by online (contracted) faculty representatives.

B. **Legislation.** The Faculty Senate will be notified by receipt of a 'For Information Only' (FIO) legislative document, of any legislation proposed by departments to the UACC or GACC. The FIO's are submitted to the Secretary of the Senate for inclusion on the Senate agenda at least two working days prior to the Senate Executive Committee meeting preceding the Senate meeting at which the Faculty Senators will be advised of the recent submissions. The inclusion of the full Senate is intended to ensure transparency between the UACC, GACC, and the larger Senate body.

C. **Attendance.** Attendance at every meeting (virtual or in-person) of the Senate is required. Absentees may be excused for due cause by the Senate Chair. Any member who accumulates three unexcused absences during the academic year shall forfeit the right to membership on the Senate and shall be ineligible to serve on the Senate for at least one academic year. In such cases, the Dean of the College or School shall act to appoint a replacement unit representative.

D. **Voting.** A majority vote shall be required for any legislative item to pass the Faculty Senate.

E. **Bills.** When a bill is passed by the Senate, it shall be signed by the Chair or Vice-Chair of the Faculty Senate and shall be submitted to the Office of the Provost and Chief Academic Officer for consideration. The Office of the Provost and Chief Academic Officer shall review the bill and render a decision. If the bill needs to be addressed by the President or the Liberty University Board of Trustees, the Provost and Chief Academic Officer shall inform the Senate Executive Committee of the decision. The Provost and Chief Academic Officer's decision is final, except for those bills requiring a major financial commitment by the University and/or substantive changes to program offerings. In those instances, the concurring approval of the President is required.

F. **Resolutions.** When a resolution is passed by the Senate, it shall be signed by the Chair or Committee Chair as appropriate and shall be submitted to the Provost and Chief Academic Officer for consideration. No response from the Provost and Chief Academic Officer is required for a resolution.

Article XII Faculty Senate Committees

A. **Purpose.** The Faculty Senate Standing and Ad Hoc Committees of the Faculty Senate are the centers of investigation and consideration through which most of the Senate's business is initiated. The establishment of such committees places the diverse responsibilities of the Senate in smaller bodies, each with specific areas of focus.

B. **Relationship to the Faculty Senate.** The committees exist as extensions of, and are subordinate to, the entire Faculty Senate assembly. All committee legislative recommendations must be presented to the Faculty Senate.

C. **Membership on Committees.** The Senate Executive Committee will determine the make-up of each committee at the start of the academic year and will assure full representation of each unit listed under Article

III. The committee will solicit nominations for appointment of one faculty member for each academic and support unit listed under Article III to each Standing Committee for a minimum of three consecutive years. Unless otherwise specified, both senators and members of the General Faculty shall be eligible for election to the Standing or Ad Hoc Committees. Committee members must meet the same criteria as representatives to serve on the Faculty Senate. The President and the Provost and Chief Academic Officer shall be ex officio members of all Standing and Ad Hoc committees of the Faculty Senate.

D. **Appointment to Committees.** Confirmations of appointment to Faculty Senate committees shall be held at the regular Senate meeting in the second semester of each academic year. Except when otherwise specified, the Senate Executive Committee shall provide a slate of appointees for each Senate Standing Committee for inclusion in the agenda for the regular meeting in the second semester. The appointees shall include the designation of a Chair of each committee and a Secretary for each committee. Committee vacancies occurring after the April meeting shall be filled by a confirmation of appointment by the Faculty Senate from names submitted by the Senate Executive Committee. The Provost and Chief Academic Officer shall approve all appointments to the GACC and UACC.

E. **Organization of Committees.** It is the responsibility of the committee Chair to call committee meetings according to a schedule that allows committee members due notice of each meeting. Meetings may be held electronically. Prior to each meeting, the Chair must provide committee members with an agenda of the items to be considered. The Committee Secretary shall keep minutes of the meetings and provide copies of these minutes to the Secretary of the Faculty Senate, the Provost and Chief Academic Officer, and the University Archivist. Recommendations from Standing Committees must be submitted to the Secretary of the Faculty Senate in writing prior to scheduled meetings of the Executive Committee if they are to be included on the Senate's agenda. All Committee recommendations must be submitted to the Faculty Senate for action.

Note: Each named committee will consist of one member per school; however, members may serve on more than one committee at the discretion of the Dean of their School. Further, at the discretion of the Dean and executive committee, online, full-time faculty may serve on various committees.

F. Ad Hoc Committees. The Provost or the Faculty Senate with approval of the provost, may appoint special committees as occasions warrant to address unique items concerning faculty life and wellness, information services, facility use, or other areas of interest presented to and approved by the Senate.

Ad Hoc Committees will typically be created to review proposals to the Senate not directly handled by one of the named committees above. The life cycle of any ad hoc committee will be determined based upon the complexity of the proposal and at the discretion of the Provost and Chief Academic Officer. Membership on the ad hoc committees will be determined by the nature of the proposal and the specific area of focus, which will aid in defining the experience/skills needed to support handling the proposal.

G. **Procedure for Creating or Communicating with Committees.** Individuals or groups wishing to present recommendations and matters for consideration by an Ad Hoc committee will do this in writing to the Chair of the Senate for assignment.

H. **Standing Committees.**

1. **Executive Committee**. The Executive Committee of the Faculty Senate shall consist of the Dean of The Graduate School, Dean of the College of Applied Studies and Academic Success, Vice Provost of Institutional Effectiveness and Research, the Chair and Vice-Chair of the Senate, the Secretary, Past Chair of the Senate, and the Curriculum Committee Chairs (UACC/GACC). The Executive Committee shall meet virtually prior to each scheduled meeting of the Faculty Senate and at the call of the Provost and Chief Academic Officer or the Chair of the Faculty Senate. The functions of the Faculty Senate Executive Committee shall include the following:

a) to set the agenda for Senate meetings including a time for the Provost and Chief Academic Officer (or a representative designated by the Provost and Chief Academic Officer) to respond to questions from, and provide information to, the Senate.

b) to serve as a channel through which any group of three faculty may introduce matters for consideration by the Senate.

c) to assign to the Standing Committees such work as is within the charge of each committee.

d) to submit to the Senate for action all recommendations from the Senate Standing Committees and Senate Ad Hoc Committees.

e) to solicit annual reports from and evaluate action by the Senate Standing Committees.

f) to act on behalf of the Senate as needed during the summer (such action will be subject to approval by the Senate when convened).

g) to review legislation, in conjunction with the Administrative and Curriculum Committees, prior to presentation to the Senate.

h) to interpret this Constitution.

2. **Athletic Committee.** The mission of the Faculty Senate Athletics Committee (FSAC) is to promote consistency with the academic standards and overall mission of the University in the policies and procedures of the Athletics Department to ensure the holistic development of student-athletes.

Subject to the Constitution of the Faculty Senate and working collaboratively with the Department of Intercollegiate Athletics, the FSAC responsibilities include:

a) reviewing and making recommendations on athletic programs, policies, and procedures.

b) reporting committee findings and recommendations to the Faculty Senate and Athletics administration.

c) communicating athletic policies and procedures to academic schools and departments and soliciting feedback from faculty members.

d) serving as the appellate body to which student-athletes may appeal decisions concerning academic status (warning and probation) and other issues that would influence eligibility for athletic participation.

e) soliciting feedback from student-athletes pertaining to their student-athlete experience for the betterment of their athletics program, the department, and the University as a whole.

The FSAC shall seek to serve its shared governance role by focusing on areas including academic integrity, student-athlete welfare, and administrative operations germane to these functions.

Description of Athletic Committee Structure:

The committee comprises faculty members and representatives appointed by the Dean from each academic college/ school and confirmed by the Faculty Senate. Once confirmed the chair, vice chair, and secretary are responsible for leading meetings, recording minutes, and setting agendas for the committee. The Athletic Director, the Senior Women's Administrator of Athletics, the Executive Vice President for Student Affairs, the campus Faculty Athletics Representative (FAR; voting), and the University Registrar shall be ex officio members of this committee. In addition, two members of the Student-Athlete Advisory Council serve as consulting members of the committee.

Term of Office:

Full-time faculty members shall serve five-year terms, beginning with the academic year. Member terms shall be staggered with no more than five members' terms ending at the same time. Prior to becoming a chair, vice chair, or secretary, the member must be on the committee one full year.

3. **Graduate Administrative & Curriculum Committee (GACC).** Each College or School Dean with a graduate program will appoint one representative to the GACC. This committee coordinates and advises on graduate academic matters and recommends policy to the Faculty Senate. It advises on the initiation, modification, and discontinuation of graduate programs. It receives proposals for consideration only after approval at the department and College or School levels. Each committee member is assigned a specific task/function to review for each proposal to assist in the expediting of proposals. The President, the Provost and Chief Academic Officer, the Vice Provost for Institutional Effectiveness and Research (IER), Dean of The Graduate School, Dean of the Jerry Falwell Library, University Registrar, the Executive Vice President of Enrollment Management & Marketing, and a designee from residential/online enrollment management shall be ex officio members of this Committee. GACC members will serve a minimum of three years in position.

4. **Undergraduate Administrative & Curriculum Committee (UACC).** Each College or School Dean with an undergraduate program will appoint one representative to the UACC. This committee coordinates and advises on undergraduate academic matters and recommends policy to the Faculty Senate. It advises on the initiation, modification, and discontinuation of undergraduate programs. It receives proposals for consideration only after approval at the department and College or School levels. Each committee member is assigned a specific task/function to review for each proposal to assist in the expediting of proposals. The following individuals shall have the status of non-voting, ex-officio members of the UACC: the President, the Provost and Chief Academic Officer, the Vice Provost for Institutional Effectiveness and Research (IER), the Dean of the Jerry Falwell Library; the Dean of the College for Applied Studies & Academic Success, the University Registrar, the Executive Vice President of Enrollment Management & Marketing, and a designee from residential/online enrollment management. UACC members will serve a minimum of three years in this position.

5. **General Education Committee:** The General Education Committee (GEC) examines and makes recommendations to the Dean or Associate Dean of the College of Applied Studies and Academic Success (CASAS) concerning all required or elective general education courses that have been approved for the general education curriculum. Additionally, the GEC reviews and makes recommendations to the Dean or Associate Dean of CASAS concerning changes to the general education component of degree completion plans, Foundational Skill changes, Major Foundational Course changes, and new course proposals to support compliance with the institution's general education guidelines, SACSCOC Principles of Accreditation, and institutional purposes. The GEC represents the faculty in the assessment of general education Foundational Skills, associated student learning outcomes, and the general education curriculum more broadly, working with the general education Assessment Coordinator and Dean or Associate Dean of CASAS on assessment-related initiatives.

   The Committee's role is threefold regarding curriculum-related policies. First, to assist the departments, colleges, and schools in the development of appropriate proposals within the Committee's scope of work, ensuring that the proper forms are completed, and protocols observed prior to the submission to the GEC. Second, to act on all such proposals by recommending or declining their adoption; and third, to forward the GEC's recommendation by resolution to the Dean or Associate Dean of CASAS for final approval.

6. **Liberal Arts Committee:** The Liberal Arts Committee (LAC) examines and makes recommendations to the Dean of the College of Arts and Sciences (CAS) concerning all language and integrative courses that have been approved for the liberal arts focus curriculum. Additionally, the LAC reviews and makes recommendations to the Dean of CAS concerning changes to the liberal arts focus area of degree completion plans and new course proposals to fulfill the integrative course elective per the institution's guidelines and purposes.

   The Committee's role is threefold regarding liberal arts curriculum-related policies. First, to assist the departments, colleges, and schools in the development of appropriate proposals within the Committee's scope of work, ensuring that the proper forms are completed, and protocols observed

prior to the submission to the LAC. Second, to act on all such proposals by recommending or declining their adoption; and third, to forward the LAC's recommendation to the Dean of CAS. LAC members will serve a minimum of three years in this position.

7. **Committee on Student Life.** The Committee on Student Life shall seek to serve its shared governance role by focusing on key issues impacting student life in collaboration with the Executive Vice President of Student Affairs. Specific areas of focus include review of changes for *The Liberty* Way, review, and proposed revision of qualifications for officers in the Student Senate and student elections. The Executive Vice President of Student Affairs, the President of the Student Government Association, the Vice President of Campus Recreation & Logistics, and the Vice President & Athletic Director for Club Sports shall be ex officio members of the committee. Terms of service on the committee will not exceed three years.

Article XIII Amendments

Amendments to this Constitution may be proposed to the Faculty Senate by any of its Standing Committees, by the petition of two-thirds of the voting members of the Faculty, or by the President, or Provost and Chief and Academic Officer. Amendments, which are passed by a two-thirds vote of the Faculty Senate shall be placed on the agenda for the next meeting of the General Faculty. Amendments shall be ratified by a two-thirds vote of the General Faculty. The Faculty Senate, in consultation with the President or the Provost and Chief Academic Officer, may act on behalf of the General Faculty to affirm by a two-thirds majority vote, editorial changes in the Constitution of the Faculty Senate. As with all Senate and General Faculty recommendations, amendments to the Faculty Senate Constitution are subject to joint approval by the President and the Provost and Chief Academic Officer. Changes to titles, roles, and positions may be updated without Faculty Senate approval.

March 1, 2024

Appendix B

General Education Committee
Structure and Procedures

General Education Committee Structure and Procedures

Section I.   Name

The name of this organization shall be the General Education Committee (GEC).

Section II.   Purpose

The General Education Committee (GEC) examines and makes recommendations to the Dean or Associate Dean of CASAS concerning all general education courses that have been approved for the general education curriculum. Additionally, the GEC reviews and makes recommendations to the Dean or Associate Dean of CASAS concerning changes to the general education component of the degree completion plans, Foundational Skills changes, Major Foundational course changes, and new course proposals to support compliance with the institution's general education guidelines, *SACSCOC Principles of Accreditation*, and institutional purposes. The GEC represents the faculty in the assessment of the general education Foundational Skills, associated student learning outcomes, and the general education curriculum more broadly, working with the General Education Assessment Coordinator and Dean or Associate Dean of CASAS on assessment-related initiatives.

The Committee's role is threefold regarding curriculum-related policies: first, to assist the departments, colleges, and schools in the development of appropriate proposals within the Committee's scope of work, ensuring that the proper forms are completed and protocols observed prior to the submission to the GEC; second to act on all such proposals by recommending or declining their adoption; and third, to forward the GEC's recommendation by resolution to the Dean or Associate Dean of CASAS for final approval.

Upon approval by the Dean or Associate Dean of CASAS, the GEC will send its recommendation and documentation to the originating department for inclusion in the corresponding UACC proposal.

Section III.   Faculty Representation on the GEC

The GEC shall be comprised of the following members: one Chairperson, appointed by the Dean or Associate Dean of CASAS, who appoints one Secretary and one lead faculty member (voting) per Foundational Skill area; and two committee advisors (non-voting) per Foundational Skill area – appointed by the Chairperson and approved by their respective deans.

Those appointed to the GEC shall serve at the discretion of the Dean or Associate Dean of CASAS without any limit to their tenure and shall be available for deliberation during all twelve calendar months. Members of the GEC may be removed or replaced at the recommendation of the Chairperson and approval of the Provost and Chief Academic Officer and the Dean or Associate Dean of CASAS. GEC members be full-time, benefitted faculty members, except for the secretary who may be a full-time staff member. The representatives are not expected to be an expert in all subject matters but will be required to familiarize themselves with the general education and Foundational Skills standards.

The Chairperson is responsible for ensuring that all policies, procedures, and protocol of the GEC are performed as required. The Chairperson will cast the tie-breaking vote, if necessary, and be responsible to update the Dean or Associate Dean of CASAS on pending and completed proposals monthly. The Chairperson will coordinate each element of the process and inform stakeholders accordingly.

The Foundational Skill area lead is a full-time faculty member who teaches or functions as an administrator over courses that are classified in that Foundational Skill area. The lead faculty member will oversee discussion of content-specific practices

within a Foundational Skills Subcommittee (FSS) and make recommendations to the larger committee which reflect best practices within the content area. The lead faculty member is also permitted to serve as chair in the absence of, or by the permission of, the Chairperson. This includes signing resolutions.

The Secretary is a non-voting position responsible for facilitating the posting of documents for all discussion and maintaining appropriate documentation of the activities of the GEC. The secretary reports to the Chairperson of the GEC and is appointed by the Chairperson in consultation with the Dean or Associate Dean of CASAS.

There is a total of six regular voting members (i.e., the lead faculty member of each Foundational Skill Subcommittee); the Chairperson will vote as tiebreaker if necessary.

Section IV.   Non-Voting Ex-Officio Members of the GEC

The following individuals shall have the status of non-voting, ex-officio members of the GEC: the Provost; the Academic Vice Provosts; the Dean or Associate Dean of CASAS; the University Registrar; and the Foundational Skills Subcommittee Advisors.

Section V.   Discussion/Vote Requirements

A. Discussion
In situations that require GEC vote, and upon the receipt of a completed proposal by the GEC Chairperson or GEC Secretary, the Secretary will post the proposal electronically and inform the GEC membership. Within two days of a proposal being posted, all GEC voting members must read all appropriate postings and be prepared to participate in the discussion of the proposal. The discussion will begin in the appropriate Foundational Skill Subcommittee (FSS) and will last up to three days, at which time the lead faculty member will make a recommendation to the Chairperson. The lead faculty member must discuss with a minimum of two advisors from the approved advisor list. The Chairperson will share the FSS recommendation and commence a discussion with the full voting membership. The discussion will last up to three days. The GEC Chairperson may call for an end to the discussion at any point during this timeframe. On the third day, the GEC Chairperson can elect to extend the discussion, as necessary.

B. Voting
At the conclusion of the discussion, the GEC Chairperson shall call for a vote and the Secretary will notify the GEC membership. If vote is called electronically, the GEC membership will have 48 hours to post their votes. A majority vote of the quorum (half the voting membership plus one) shall be required for a proposal to be recommended by the GEC to the Dean or Associate Dean of CASAS. In the event of a tie, the Chairperson will cast the tie-breaking vote.

C. Meetings
Monthly synchronous meetings may be held at the discretion of the Chairperson.

Section VI.   The Approval Process

A. Pre-submission Requirements
Before submitting a proposal, the originating department will:
1. Review the standards for the type of proposal being submitted, posted on the General Education website.
2. Coordinate with the GEC Chairperson to ensure that proposal contains all required information.
3. Secure approval from department/college/school (meeting minutes).
4. Submit a completed proposal to the Chairperson of the GEC via webform.

B. GEC Discussion

The GEC will discuss and vote upon the completed proposal as discussed in Discussion/Vote Requirements.

C. Final Approval

After the GEC has voted, the Chairperson will forward all relevant documentation to the Dean or Associate Dean of CASAS for final approval. Once final approval has been granted, the Chairperson routes all relevant documentation back to the originating department for further action.

Documentation from the GEC must be attached to any general education elective, general education degree completion plan package changes, foundational skills changes, or integrative proposals to the UACC.

Section VII.   Revising GEC Practices

Any GEC Representative may propose changes to GEC policies and procedures. Proposals for such changes may be placed on the committee agenda by the Chairperson. All such proposals will be considered during a meeting called by the Chairperson. A two-thirds majority of the voting membership is required for passage. The Provost and Chief Academic Officer and the Dean or Associate Dean of CASAS must approve any such changes before they can be enacted.

Approved May 5, 2017

Appendix C

Use of Copyrighted Course Materials

Use of Copyrighted Materials

Liberty University expects all faculty, staff, and students to abide by the university's Copyright Policy in accordance with copyright law as established in Title 17 of the United States Code. This legislation applies to any use of copyrighted material regardless of format of the original work or the method of distribution. It is the responsibility of individual faculty, staff, and students to determine if they possess the right to use specific copyrighted works.

Legal Uses of Copyrighted Works
Individuals should not assume that their use of copyrighted works is legal based solely on the rationale that they are using the works for educational purposes. Some works may be legally available through a university license (e.g., digital resources accessed through the Jerry Falwell Library), Open Access/Open Educational Resources (OER), a Creative Commons license, or the public domain. If none of these apply, faculty may meet the requirements of the face-to-face teaching exception or the TEACH Act Exception. Faculty, staff, or students may also perform a fair use analysis to determine if their use is legal under the fair use guidelines. The Fair Use Checklist found on the Jerry Falwell Library Copyright Research Guide will assist individuals in making this determination.

When using material that has passed a fair use analysis or meets one of the teaching exceptions, it should include a proper citation or attribution to the source of the work and a clear copyright notice such as:

> Notice: This material is subject to the U.S. Copyright Law; further reproduction in violation of the law is prohibited.

In addition, electronic works should be password-protected so that only students in a particular course can access the materials during the term of that course. Lastly, a copy of the fair use analysis should be retained to demonstrate a good faith effort in determining legal use of the material.

If an individual determines that the use of a copyrighted work does not favor fair use and does not meet one of the other limitations on exclusive rights, the individual must obtain permission from the copyright holder or pay a licensing fee to use the work. For further information on copyright compliance, seeking permission to use a work, or for assistance with copyright questions, consult the Jerry Falwell Library Copyright Research Guide.

Appendix D

Annual Review Forms for Institutional Challenge Exams

INSTITUTIONAL CHALLENGE EXAM ANNUAL REPORT

School: Date:

Department: _____

Institutional Challenge Exam: *(Please complete for ALL examinations offered, and return this completed form to the Institutional Challenge Exam coordinator (Registrar's Office) by June 30th)*

Course: _____

Credits: _____

Changes/Adjustments:

Course: _____

Credits: _____

Changes/Adjustments:

Course: _____

Credits: _____

Changes/Adjustments:

Course: _____

Credits: _____

Changes/Adjustments:

_____
Department Chair's Signature   Date

_____
Dean's Signature   Date

INSTITUTIONAL CHALLENGE EXAM (ICE) INFORMATION

In order to ensure accuracy of the data on file with the Testing Services office and for completion of an updated report to the Provost and Chief Academic Officer, the following data are requested by June 30th. This information is to be returned to the Institutional Challenge Exam Coordinator (Registrar's Office).

School: Date:

Department: _____

ICE test for (name of course):

1.   Has the test been reviewed and revised as necessary within the last year?

        Yes   No

2.   Who completed the review?

3.   Is a Test Description provided online?

        Yes   No

If "No," please provide the following information:

A.   Describe the knowledge and skills required to pass the test.
B.   List the topics covered in the test.
C.   What is the format of the test (Multiple Choice, True/False, Matching, Short Answer, Essay, etc.)?
D.   How many questions are on the test?
E.   List suggested study resources, if appropriate.

Note: The Registrar's Office keeps statistical data on pass/fail rates on each test that can be provided to assist in your annual review.

Appendix E

Rationale for the Design of Undergraduate
Academic Programs

LIBERTY UNIVERSITY RATIONALE FOR THE DESIGN OF UNDERGRADUATE ACADEMIC PROGRAMS

When designing residential and online undergraduate academic degree programs that prepare students to enter their chosen disciplinary career fields, the faculty and administrators of Liberty University do so in accord with its Mission,

> …"to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world. Through its residential and online programs, services, facilities, and collaborations, the University educates men and women who will make important contributions to their workplaces and communities, follow their chosen vocations as callings to glorify God, and fulfill the Great Commission."

Four goals guide the creation of undergraduate degree programs at Liberty.

- The first is to provide students with a substantial general education component that instills a wide breadth of knowledge and is based on a coherent rationale.

- The second goal is to provide students with a wide range of rigorous academic majors to select from as they choose an educational path leading them toward their future goals. These educational paths, available to students, are fashioned into degree programs by teaching and administrative faculty members who create curriculum to best equip students for future vocational/educational readiness within their respective academic disciplines. These majors represent the foundational level of preparation within the discipline for students.

- The third goal is to involve the faculty in the creation of cognates and concentrations that build on the major; this allows students the opportunity to pursue additional aspirational levels of specialization. Students can add a cognate or concentration to their major so that they become more competitive for admission to graduate work or more marketable in the employment sector.

- The fourth goal is to engage the faculty in making certain that the general education and major components of a degree program are comparable in content, sequencing, and rigor for programs offered in both the residential and online delivery formats.

Faculty teaching courses within degree programs encourage students to adopt the life-long learning perspective of the University community – a perspective that will help them adapt to the ever-changing global environment they will be serving within and adjust to opportunities and challenges they will encounter in their careers.

GENERAL EDUCATION

The Purpose and Rationale for General Education

Through general education, students are offered a comprehensive selection of interrelated college-level courses in the liberal arts and sciences in which they encounter the basic content and methodology of the principal areas of knowledge. The University's general education curriculum is designed to help students better understand themselves, human cultures and societies, and the natural world; and to contribute to their personal enrichment while enrolled and after graduation. The curriculum provides transferable, foundational skills that allow students to move vertically within a career, horizontally across career fields, and entrepreneurially into emerging career opportunities. At Liberty, general education is integrated with a Christian and biblical worldview so that students

can advance the University's mission in a way that is consistent with Christian ethics. As students embrace Liberty's general education curriculum and worldview perspective, they become equipped with a rational framework for understanding and interpreting reality, for comprehending the meaning of life and the value of humans and things, for making decisions and engaging in meaningful action, for studying the various academic disciplines, and for understanding the interconnectedness of all knowledge.

Structure of General Education

The general education portion of a degree program at Liberty consists of a standardized curriculum that include courses which introduce, emphasize, and reinforce the University's general education foundational skills requirements. At least one or more of the courses students take must fall within each of the SACSCOC designated general education areas of the arts and humanities, math and natural sciences, and social sciences. A minimum of 15 credit hours is required for all associate level degrees, and a minimum of 30 credit hours is required for all bachelor's level degrees. The general education courses are organized on undergraduate degree completion plans (DCPs), for both the residential and online programs, according to the foundational skill to which they are related.

The general education requirements for both delivery formats must be almost identical to ensure comparability of programs. One exception, which applies to the associate's level, is a one-hour orientation to University campus life that is included in the residential associate degree programs. Exceptions which apply to the bachelor's level residential programs include the one-hour orientation to University campus life, and four hours of research-oriented coursework added for all undergraduate students, as committed to in the University's approved QEP. Bachelor's level Computer Science, and Engineering programs require an additional two hours (1 additional Math and 1 additional Science).

Comparison of Associate Level General Education Curriculum

A comparison of the residential and online general education courses for an associate degree are organized in the following way:

ASSOCIATE OF APPLIED SCIENCE DEGREE – GENERAL EDUCATION CURRICULUM		
Foundational Skill	**Residential Credit Hours**	**Online Credit Hours**
Communication & Information Literacy	9	9
Technological Solutions & Quantitative Reasoning	7-10 (Includes 1 additional hour of orientation: UNIV 101)	6-9
Critical Thinking	2	4 (Includes 2 additional hours of RLGN 104 offered as a 4-hour course online [RLGN 105 + EVAN 101 combined])
Civic & Global Engagement	5 (Includes 2 additional hours of EVAN 101 offered as a 2-hour course residentially, but included as part of RLGN 104 online)	3
Social & Scientific Inquiry	6	6
Christianity & Contexts[1]	8	8

ASSOCIATE OF APPLIED SCIENCE DEGREE – GENERAL EDUCATION CURRICULUM		
Foundational Skill	Residential Credit Hours	Online Credit Hours
TOTAL REQUIRED HOURS[2]	37-40	36-39
[1] NOTE: The 8 hours of Christianity & Contexts are offered as four two-hour courses residentially and two four-hour courses online.		
[2] The difference in total general education requirements is due to one additional hour of orientation coursework required for residential students.		

ASSOCIATE OF ARTS DEGREE – GENERAL EDUCATION CURRICULUM		
Foundational Skill	Residential Credit Hours	Online Credit Hours
Communication & Information Literacy	9	6
Technological Solutions & Quantitative Reasoning	4-7 (Includes 1 additional hour of orientation: UNIV 101)	3-6
Critical Thinking	5	7 (Includes 2 additional hours of RLGN 104 offered as a 4-hour course online [RLGN 105 + EVAN 101 combined]
Civic & Global Engagement	5 (Includes 2 additional hours of EVAN 101 offered as a 2-hour course residentially, but included as part of RLGN 104 online)	3
Social & Scientific Inquiry	6	6
Christianity & Contexts[1]	8	8
TOTAL REQUIRED HOURS[2]	37-40	36-39
[1] NOTE: The 8 hours of Christianity & Contexts are offered as four two-hour courses residentially and two four-hour courses online.		
[2] The difference in total general education requirements is due to one additional hour of orientation coursework required for residential students.		

Comparison of Bachelor Level General Education Curriculum

A comparison of the residential and online general education courses for bachelor's degrees are organized in the following ways:

BACHELOR OF SCIENCE DEGREE – GENERAL EDUCATION CURRICULUM		
Foundational Skill	Residential Credit Hours	Online Credit Hours
Communication & Information Literacy	13 (Includes 1 additional hour: QEP INQR 101)	12
Technological Solutions & Quantitative Reasoning	4-7 (Includes 1 additional hour of orientation: UNIV 101)	3-6
Critical Thinking	8	7

BACHELOR OF SCIENCE DEGREE – GENERAL EDUCATION CURRICULUM		
Foundational Skill	**Residential Credit Hours**	**Online Credit Hours**
	(Includes: 3 hours of QEP RSCH 201 + 2 hours RLGN 105 + 3-hour Critical Thinking Elective)	(Includes RLGN 104 offered as a 4-hour course online [RLGN 105 + EVAN 101 combined] + 3-hour Critical Thinking Elective)
Civic & Global Engagement	5 (Includes 2 additional hours of EVAN 101 offered as a 2-hour course residentially, but included as part of RLGN 104 online)	3
Social & Scientific Inquiry	6	6
Christianity & Contexts[1]	8	8
TOTAL REQUIRED HOURS[2]	44-47	39-42

[1] NOTE: The 8 hours of Christianity & Contexts are offered as four two-hour courses residentially and two four-hour courses online.

[2] The difference in total general education requirements is due to the four hours of QEP coursework and one additional hour of orientation coursework required for residential students.

BACHELOR OF SCIENCE DEGREE (Computer Science; Engineering) – GENERAL EDUCATION CURRICULUM		
Foundational Skill	**Residential Credit Hours**	**Online Credit Hours**
Communication & Information Literacy	13 (Includes 1 additional hour: QEP INQR 101)	12
Technological Solutions & Quantitative Reasoning	5-8 (Includes 1 additional hour of orientation: UNIV 101)	4-7
Critical Thinking	8 (Includes: 3 hours of QEP RSCH 201 + 2 hours RLGN 105 + 3 hour Critical Thinking Elective)	7 (Includes RLGN 104 offered as a 4-hour course online [RLGN 105 + EVAN 101 combined] + 3 hour Critical Thinking Elective)
Civic & Global Engagement	5 (Includes 2 additional hours of EVAN 101 offered as a 2-hour course residentially, but included as part of RLGN 104 online)	3
Social & Scientific Inquiry	7	7
Christianity & Contexts[1]	8	8
TOTAL REQUIRED HOURS[2]	46-49	41-44

[1] NOTE: The 8 hours of Christianity & Contexts are offered as four two-hour courses residentially and two four-hour courses online.

[2] The difference in total general education requirements is due to the four hours of QEP coursework and one additional hour of orientation coursework required for residential students.

BACHELOR OF ARTS – GENERAL EDUCATION CURRICULUM		
Foundational Skill	Residential Credit Hours	Online Credit Hours
Communication & Information Literacy	16	N/A
Technological Solutions & Quantitative Reasoning	4-7	N/A
Critical Thinking	8	N/A
Civic & Global Engagement	5	N/A
Social & Scientific Inquiry	6	N/A
Christianity & Contexts	8	N/A
TOTAL REQUIRED HOURS	44-47	N/A

BACHELOR OF FINE ARTS – GENERAL EDUCATION CURRICULUM		
Foundational Skill	Residential Credit Hours	Online Credit Hours
Communication & Information Literacy	13 (Includes 1 additional hour: QEP INQR 101)	12
Technological Solutions & Quantitative Reasoning	4-7 (Includes 1 additional hour of orientation: UNIV 101)	3-6
Critical Thinking	11 (Includes: 3 hours of QEP RSCH 201 + 2 hours RLGN 105 + 3 hour THEA/ARTS Elective + 3 hour Critical Thinking Elective)	10 (Includes RLGN 104 offered as a 4-hour course online [RLGN 105 + EVAN 101 combined] + 3 hour ARTS 105 + 3 hour Critical Thinking Elective)
Civic & Global Engagement	5 (Includes 2 additional hours of EVAN 101 offered as a 2-hour course residentially, but included as part of RLGN 104 online)	3
Social & Scientific Inquiry	6	6
Christianity & Contexts[1]	8	8
TOTAL REQUIRED HOURS[2]	47-50	42-45
[1] NOTE: The 8 hours of Christianity & Contexts are offered as four two-hour courses residentially and two four-hour courses online.		
[2] The difference in total general education requirements is due to the four hours of QEP coursework and one additional hour of orientation coursework required for residential students.		

BACHELOR OF MUSIC – GENERAL EDUCATION CURRICULUM		
Foundational Skill	Residential Credit Hours	Online Credit Hours
Communication & Information Literacy	10	N/A
Technological Solutions & Quantitative Reasoning	4-7	N/A
Critical Thinking	8	N/A

BACHELOR OF MUSIC – GENERAL EDUCATION CURRICULUM		
Foundational Skill	**Residential Credit Hours**	**Online Credit Hours**
Civic & Global Engagement	5	N/A
Social & Scientific Inquiry	6	N/A
Christianity & Contexts[1]	8	N/A
TOTAL REQUIRED HOURS[2]	41-44	N/A
[1] NOTE: The 8 hours of Christianity & Contexts are offered as four two-hour courses residentially and two four-hour courses online.		
[2] The difference in total general education requirements is due to the four hours of QEP coursework and one additional hour of orientation coursework required for residential students.		

BACHELOR OF EDUCATION – GENERAL EDUCATION CURRICULUM		
Foundational Skill	**Residential Credit Hours**	**Online Credit Hours**
Communication & Information Literacy	13	12
Technological Solutions & Quantitative Reasoning	4-7	3-6
Critical Thinking	8	7
Civic & Global Engagement	5	3
Social & Scientific Inquiry	6	6
Christianity & Contexts	8	8
TOTAL REQUIRED HOURS	44-47	39-42
[1] NOTE: The 8 hours of Christianity & Contexts are offered as four two-hour courses residentially and two four-hour courses online.		
[2] The difference in total general education requirements is due to the four hours of QEP coursework and one additional hour of orientation coursework required for residential students.		

General education courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

MAJORS

At Liberty University, a major is defined as an undergraduate program composed of a grouping of courses within a department required for the completion of a degree and identified on the right side of a Degree Completion Plan (DCP) as a major. Requirements for an undergraduate major must be standardized as much as possible when offered in both residential and online delivery formats. Faculty in all academic departments that offer programs in both delivery formats are tasked with aligning the requirements between residential and distance (online) majors in content, sequencing, and rigor of courses. This means majors in both formats are to have a comparable number of hours at the 300/400 level, with as many identical requirements as possible. Due to differences inherent in the delivery format, a few small variances will exist here, as is the case in the general education curriculum.

Major Foundational Courses

In designing a major, faculty members can request permission from the Dean of CASAS to use specific courses to fulfill general education foundational skills requirements because the courses are also deemed essential building blocks for the major. Such requests are approved or denied by the Dean of CASAS. Those courses approved are contained on the degree completion plan in the section titled Major Foundational Courses.

Major Core

When designing the core for the major, department faculty give attention to a number of critical factors. Faculty research discipline-specific standards, they identify relevant program requirements by reviewing appropriate benchmark institutions and consider market research related to preparing students for further graduate work or employment in careers related to the major.

Cognates and Concentrations

Faculty construct cognates and concentrations to afford students strategic opportunities to further investigate an area of special interest to them, to become more competitive in their pursuit of further graduate work, or to be better prepared in their quest for employment in a specialized area of the marketplace.

Electives

Wherever possible, students are provided the opportunity to take electives. Electives allow students to pursue study in areas where they have an interest. The elective option also provides a place for students to utilize coursework that may not fit any place else on the degree program. This is especially helpful for students who transfer into Liberty or who are moving from one program to another program.

CONCLUSION

In summary, the University publishes undergraduate Degree Completion Plans (DCPs) for all academic programs, in both residential and online formats. These DCPs document that general education and major requirements are comparable in content, sequencing, and rigor.

Appendix F

Residential and Online End-of-Course Evaluation Surveys

RESIDENTIAL END-OF-COURSE EVALUATION SURVEY QUESTIONS

1. The instructor motivated me to do my best work.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

2. The instructor was prepared for class.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

3. The instructor showed mastery of the subject matter.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

4. The instructor communicated clearly.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

5. The teaching style and methods of the instructor were effective.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

6. The instructor was available to help students (via email, meetings, etc.).

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

7. Assignments were evaluated in a timely fashion.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

8. The instructor exhibited commitment to Christian principles.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

9. The instructor provided helpful feedback on assignments.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

10. I would recommend this instructor to a friend.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

11. I would recommend this course to a friend.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

12. The content of the course was consistent with the description in the syllabus.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

13. It was necessary to study the textbook and other required materials to succeed in the course.

(4) Strongly agree　(3) Agree　(2) Disagree　(1) Strongly Disagree　(0) Not Applicable

14. The amount of time required in this course (e.g., studying, homework, assignments, readings, labs) was reasonable.

(4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

15. The course was well-organized.

(4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

16. Reasonable precautions were taken to prevent cheating, plagiarism, and other forms of academic dishonesty.

(4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

17. The course integrated the subject with biblical principles.

(4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

18. Attendance at all class sessions was necessary for learning and understanding course material.

(4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

19. The usage of technology in the course was effective.

(4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

20. What did you like most about this course?

21. How could this course be improved?

ONLINE END-OF-COURSE EVALUATION SURVEY QUESTIONS

1. **The faculty member responded to my email/phone call/etc. within 36 hours.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

2. **The faculty member interacted using various methods throughout the course (email, announcements, discussion boards, etc.)**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

3. **The faculty member provided substantive feedback on my written assignments that identified strengths and areas for improvement.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

4. **The faculty member was supportive and encouraging with his/her communications throughout the course.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

5. **Overall, the experience with this faculty member was positive.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

6. **The course content (textbooks, presentations) provided me with the information necessary for mastery of course topics and objectives.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

7. **The course content (textbooks, presentations, etc.) was sufficient in preparing me for the learning activities and successful completion of assignments.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

8. **The assignment instructions and rubrics provided clear direction and expectations.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

9. **The amount of reading and number of assignments were manageable for this course.**

   (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

10. **The course enabled me to develop a more complete Christian worldview.**

    (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

11. **The course enabled me to further develop my communication skills.**

    (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

12. The course enabled me to develop my critical thinking skills.

    (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

13. The course enabled me to further develop my information literacy skills (i.e., the ability to find, interpret, and disseminate information).

    (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

14. The course enabled me to further develop reasoning and problem solving skills.

    (4) Strongly agree   (3) Agree   (2) Disagree   (1) Strongly Disagree   (0) Not Applicable

15. Please describe the strengths of the faculty member.

16. Please describe the recommendations you would suggest to improve the faculty member's performance as an instructor.

17. Please describe the strengths of the course content (textbooks, presentations, etc.)

18. Please describe the recommendations you would suggest to improve the course content.